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ACTUAL PROBLEMS OF DEVELOPING SAFE BEHAVIOR SKILLS IN CHILDREN OF THE SENIOR PRESCHOOL GROUP

Abstract

In the article, the authors consider the problems that hinder the development of safe behavior skills of children of the senior preschool group. A literary review of the works of foreign and Kazakhstani teachers and scientists on the safe behavior of older preschool children is made. The definitions of “safety” and “safe behavior” are analyzed. The current state of work on the development of safe behavior skills in a preschool organization, at home, on the street is studied; the characteristic of behavioral reactions of senior preschool children is given; the normative legal documents, the State mandatory standard of preschool education and training of the Republic of Kazakhstan and the Standard curriculum of preschool education and training of the Republic of Kazakhstan in the educational direction “Formation of socio-emotional skills” are analyzed. The purpose of the study is to identify current problems that hinder the development of safe behavior skills in children of the senior preschool group. The authors analyzed the types of child safety (social, physical and psychological, information, transport, educational, environmental, medical, legal and others), which are currently debatable. Based on the analysis of psychological and pedagogical literature, the current problems of ensuring and threatening the safety of children at home, on the street, in a preschool organization are identified. The ways of solving the problems reflected in foreign and Kazakhstani studies on ensuring the safety of older preschool children are considered. In the perspective of our research, determining the effectiveness of “playful learning” in the development of safe behavior skills and its implementation in the educational process of a preschool organization.

Keywords: preschool age; safe behavior; health; educational process; social safety; physical safety; psychological safety.

Introduction. Today there is a necessary amount of literature, methodological recommendations devoted to the problems of children's safety. This indicates that this direction is relevant for modern society, but at the same time there are certain difficulties in its solution.

Safe childhood and the creation of conditions for children to live life to the fullest are defined by the state as priority areas of national policy.

The Constitution of the Republic of Kazakhstan states that human rights and freedoms are recognized as the highest values in the country, marriage and family, motherhood and childhood are protected by the state, taking care of children and their upbringing is the right and duty of parents. It is these constitutional norms that underlie the ratification of the Convention on the Rights of the Child of November 20, 1989 by the Republic of Kazakhstan (O ratifikacii, 1994).

In accordance with the Constitution and the requirements of the Convention, a whole set of laws was adopted, the main scope of which was the rights and interests of children. These are the laws of the Republic of Kazakhstan “On the Rights of the Child in the Republic of Kazakhstan” (Zakon RK, 2002), “On Marriage and family”, “On family-type children’s villages and youth homes” (Zakon RK, 2000), “On Amendments and additions to some legislative acts of the Republic of Kazakhstan on ensuring rights women and Child Safety” (Zakon RK, 2024) and others. It is in them that the principle of the best protection of children’s rights is enshrined, the need for its priority consideration in activities related to children.

Thus, the Law of the Republic of Kazakhstan “On Education” (Zakon RK, 2007) states that in educational institutions it is important to ensure the implementation of all necessary measures to prevent diseases, promote health, physical improvement, and the formation of a healthy lifestyle of pupils. In the State Mandatory Standard of Preschool Education and Training of the Republic of Kazakhstan (approved on August 3, 2022 No. 348) (Gosudarstvennyj obshcheobyazatel’nyj standart, 2022) and the Standard Curriculum of Preschool Education and Training of the Republic of Kazakhstan (approved October 14, 2022, No. 422) (O vnesenii, 2022) the content is aimed at educating a physically healthy child, forming an informed attitude to their health, the basics of a healthy lifestyle, and safe life skills. In the educational direction “Formation of socio-emotional skills”, one of the tasks is “... to form elementary skills

for the safety of one’s own life: to introduce the rules of safe behavior during games, the use of gaming equipment; with the rules of behavior with strangers. To consolidate children’s knowledge of their first name, last name, age, parents’ names, to form ideas about the rules of behavior in difficult situations (lost, hurt, hungry, etc.)” Based on the above regulatory documents and the approved Concept for the development of preschool education in the Republic of Kazakhstan for 2023-2029, it is relevant to create an infrastructure that ensures a comfortable and safe stay of the child (Koncepciya razvitiya, 2023).

At the same time, despite a fairly wide number of legal documents in this area, measures to protect children are not always implemented at the proper level. In this regard, there is a question in determining the actual problems that hinder the development of safe behavior skills of children of the senior preschool group.

Materials and methods. Our research is aimed at finding urgent problems that hinder the development of safe behavior skills in children of the senior preschool group. In this section, we have conducted a content analysis of the available research on the above problem. The research included work with the database of the National Library of the Republic of Kazakhstan (Almaty), the Scientific Electronic Library of Dissertations and Abstracts (dissercat), the Scopus database, Google Scholar and others.

During the research and the definition of content analysis, we analyzed regulatory and legal documents in the field of preschool education of the Republic of Kazakhstan, 5 dissertations of candidates of pedagogical sciences (on the topic of the study), foreign studies published in the Scopus database.

The main research methods were content analysis, synthesis, comparison, concretization, induction and deduction, generalization.

The purpose of our study is to identify current problems that hinder the formation of safe behavior skills in children of the senior preschool group.

Research objectives:

- analyze the definitions of “safety”, “safe behavior”;
- clarify the list of types of child safety and disclose their contents;

- identify problems of ensuring and threats to the safety of children at home, on the street, in a preschool organization.

To solve the first problem, we have analyzed the psychological and pedagogical literature on the research problem. The problem of forming a healthy personality is closely related to ensuring the safety of life. The concept of "Security" is interpreted as a calm situation as a result of the absence of danger in the material, political and economic spheres. This point of view corresponded to the trends in the creation of state systems and management bodies for the welfare of society.

Special attention is paid to the study of the basics of safe behavior in the works of foreign psychologists V.V. Davydov, L.V. Zankov, A.N. Leontiev, S.L. Rubinstein, D.B. Elkonin and others, who highlight the diversity of ideas and approaches to human security problems (Derkunskaya, 2005).

A significant contribution to the study of the human personality experience was made by the research of foreign teachers B.G. Ananyev, K.A. Abulkhanova-Slavskaya, L.I. Bozhovich, L.S. Vygotsky and others, where significant material on the organization and enrichment of both social and personal human experience was collected and accumulated (Abul'hanova-Slavaskaya, 1980).

In the research of foreign research teachers such as N.N. Avdeeva, O.L. Knyazeva, R.B. Sterkina (Avdeeva et al., 2009), K.Y. Belaya, L.P. Anastasova, V.N. Zimonina, G.K. Zaitseva, Kirsty Kawano, Honda C., Naruse T., Tsuchiya-Ito R., Brito R., Dias P. (Brito et al., 2022), Baginsky M., Hickman B., Moriarty J., Manthorpe J. (Baginsky et al., 2020) highlights the issues of instilling basic safety skills in preschool children.

The community of scientists demonstrate an active interest in the problem of ensuring safety, directing attention to the development of theoretical foundations of life safety, such as R.I. Aizman, L.P. Anastasova, E.E. Baryshev; the study of theoretical and practical aspects of teaching children skills to recognize and eliminate dangerous situations are revealed in the research of G.K. Zaitsev, P.F. Kubrushko, L.L. Lashkova and others (Sushkova et al., 2023).

Dissertation studies of Podruchnaya S.N. (Pidruchnaya, 2009), Pelikhova A.V. (Pelihova, 2011), Santaeva T.S. (Santaeva, 2004), Khromtsova T.G. (Hromcova, 2001) are devoted to the issues of safe behavior of preschool children.

In Kazakhstan, the following teachers-scientists N.G. Prikhodko (Prihod'ko, 2006), K. Saudabekov (Saudabekov, 1999), S. Taizhanov, J. Amanzholov, Sh.S. Sultangazieva (Sultangazieva, 2006), E.T. Kurmangalieva and others dealt with the development of safe behavior skills (both preschool and school age). Recently, methodological recommendations developed on the basis of the Institute of Early Childhood Development of the Ministry of Education of the Republic of Kazakhstan have been actively published.

Having analyzed the research of the above-mentioned scientists, teachers and researchers, it can be noted that the main goal of developing the basics of safe behavior is to prepare a person for a safe life in a natural and social environment.

Thus, the concept of "Safety" defines the following key elements:

- the ability of an object, phenomenon, process to preserve its basic characteristic and essence in conditions of purposeful, destructive influence from the outside or in the object, phenomenon, process itself;
- this is a feature of a system built on the principles of determination, self-regulation, integrity;
- one of the defining conditions of the life of an individual, society and the state;
- this is the complete absence of dangers and threats in the material and spiritual space.

The concept of "Fundamentals of safe behavior" should be understood as such stereotypes and actions in a changing environment that would protect the integrity of the individual and the comfort of behavior, prevent physical and mental injuries, and create normal conditions for interaction between people (Levchenko et al., 2019). The formation of a responsible attitude of a person to his safety should take place at all stages of life, while it is necessary to start from preschool age.

To solve the second problem, we have analyzed the types of child safety that are

currently debatable. To this end, we have studied the types of safety reflected in the studies of E.B. Kirichenko, I. A. Baeva, K. Heidelberg, C. Phelps, T.A. Collins, M.V. Khakimova, N.A. Shepilova and others. When determining the types of safety, we faced certain difficulties, due to the fact that there is no single classification. In this regard, this review presents the most common types of safety.

Social safety: in the study by E.B. Kirichenko (Kirichenko, 2013), the social security of children is noted as “the state of protection of an individual, social group, community from threats of violation of their vital interests, rights, freedoms”. This implies a state of protection from threats that complicate the process of social formation of children, their preparation for independent life in society.

Physical and psychological safety: in the studies of I. A. Baeva, K. Heidelberg, C. Phelps, T. A. Collins, physical safety is defined as the state of protection of children from threats to their life, health and physical development; psychological safety is defined as the state of protection of children from threats to their psychological well-being (Zadorina, 2022).

Information safety: in the research of M.V. Khakimova and N.A. Shepilova, it was noted that the main threat to the psychological safety of a child is “information that inadequately reflects the world around him, i.e. misleads him”. Thus, in the Law of the Republic of Kazakhstan “On the protection of children from information harmful to their health and development”, the term “information safety of children” was introduced, which means “ensuring the protection of the rights and legitimate interests of children from information harmful to their health and development” (Zakon RK, 2018).

Transport safety: protection from various threats when using transport infrastructure facilities or vehicles.

Educational safety: protection from various threats in the process of education and training.

Environmental safety: protection from the negative effects of anthropogenic activities and threats of natural and man-made emergencies (Zadorina, 2022).

Medical safety: protection of health and prevention of diseases, including regular medical

examinations, vaccinations, compliance with hygiene rules.

Legal safety: ensuring the rights and legitimate interests of children, preventing discrimination against them; as well as promoting the physical, intellectual, spiritual and moral development of children (Law “On the Rights of the Child in the Republic of Kazakhstan” dated August 8, 2002) (Zakon RK, 2002).

Thus, the analysis of psychological and pedagogical literature has shown that the issues of human self-preservation have been studied since ancient times. Since health is an important social indicator of social development, the socio-economic well-being of the country, which is one of the main problems of modern science, since it determines the state of society and the state as a whole. At the same time, it should be noted that this problem is very actively studied in the research of Russian research scientists in the countries of the far and near abroad, whereas in the Republic of Kazakhstan there are practically no accurate and in-depth studies. At the same time, it should be noted that this issue is covered quite often in the normative legal documents of preschool education of the Republic of Kazakhstan, which shows its relevance. The next section presents the current problems of safe behavior of older preschool children.

Results and discussion. In order to solve the third task, the problems of ensuring and threatening the safety of children at home, on the street, in a preschool organization are analyzed and identified.

Thus, modern threats to the safety of children that must be overcome in pre-school education include: an unfavorable environment; psychological discomfort in the family; congenital or acquired mental and physical disorders; difficulties encountered by a child in interacting with peers and adults; insufficient effectiveness of various social and educational practices to ensure the safety of children.

A foreign study by Roscoe Joseph N., Lery Bridgette, Chambers Jaclyn E. identified the following types of threats to child safety: sexual violence; refusal of the guardian to access the child; urgent needs of the child (food, clothing, housing, medical care, supervision); abuse

of psychoactive substances by the guardian (decreased ability to control, protect or take care of the child); physical living conditions of the child; a caregiver threatening to harm the child or take revenge on him; domestic violence; a caregiver who describes a child or acts negatively towards a child; injuries (Roscoe et al., 2018).

Child injury statistics show that more than 70% of injuries are sustained by children at home. The main causes of tragedies are hazards such as fires, poisoning, falling out of windows, drowning, etc.

Based on the above-mentioned threats to the safety of children, we have analyzed the current problems reflected in foreign and Kazakh studies on the safety of older preschool children. The analysis is presented in table 1.

The results of table 1 show that a preschool child, due to his physical and mental characteristics, left unattended for at least a few minutes, can commit or get into a situation that will threaten life and health. The surrounding adults need to pay special attention to the issues of physical, psychological, transport, environmental, social, educational and information security. Since each of the above types of security is characterized by versatility and complexity, becoming relevant especially recently. It is necessary to pay attention to the fact that many parents often violate basic safety rules, showing a low level of conscious compliance with the norms of behavior.

In the studies analyzed above, the following solutions have been identified (according to dissertation research and scientific articles):

Stages of ensuring physical and psychological safety at home: at the first stage - accumulation and systematization of knowledge about the rules of safe living in everyday life (didactic games, viewing photos of their peers while working with everyday objects, reading specially selected works of art); at the second stage - mastering the skills to apply these rules (in gaming activities) (using situational simulation modeling (SIM)); The third stage is the practice of skills in handling accessible potentially dangerous household items (Hromcova, 2001).

Ensuring psychological safety in the educational environment: psychological safety

creates conditions for the personal development of the child, the possibility of his self-realization. To create a comfortable, psychologically safe environment in a preschool organization, it is necessary to exclude the possibility of psychological violence against a child by adults and other children, teach children friendly and trusting communication, create conditions for the development of creativity and individuality of each child (Pogodaeva et al., 2014).

Ensuring physical and psychological safety in collaboration with parents on the protection and promotion of children's health: a model of interaction between teachers and parents on the protection and promotion of health, offers the use of both traditional and non-traditional (trainings, family room, picnics, work in clubs) forms of interaction aimed at improving the valeological culture of parents and maintaining a healthy lifestyle life. The complex "Teacher-Child-Parent" can contribute to the successful solution of tasks for the preservation and promotion of children's health (Sultangazieva, 2006).

Ensuring road safety: the model includes the following provisions: the importance of a child's play activity, where play is not only a leading activity, but also a cultural value; the principles of integration, consistency, accessibility, individual approach, integrity, kindergarten-family cooperation; The program "Safety culture according to the rules of the road in kindergarten" is aimed at developing a culture of safe behavior in accordance with the rules of the road and can be used in preschool organizations, primary schools and additional education (Pidruchnaya, 2009).

Ensuring the safety of children in parking lots: 5 types of interventions are offered: individual or small group training, classroom training, computer or virtual reality training, board games or group classes, as well as movies or videos. Individual or group learning strategies are effective because they have been studied for many years and have been described as the most effective child pedestrian safety strategy, targeting children rather than adults or the pedestrian environment. However, such interventions are also very expensive and time-consuming to implement. The appeal of

alternatives such as movies and videos is that once developed, they are easy and inexpensive to widely distribute. Some interventions in the form of peer groups, board games, and computer/virtual realities are effective in individual studies and allow for good results through simulation (Rouse et al., 2019).

Ensuring the safety of children when meeting with stray animals: regulating the number of animals by old totalitarian methods: trapping and euthanizing unclaimed animals; Talking with children about the rules of personal safety with stray animals (dogs, cats); Modeling situations of meeting with stray animals (Zaozerskaya, 2015).

Table 1. *Actual problems of developing safe behavior skills in the research of foreign and Kazakhstani scientists and teachers*

Problem	Researches
Physical and psychological safety	
Ensuring physical and psychological safety at home	The study by T.G. Khromtsova revealed that the result of the study should be the content of knowledge and skills of safe behavior, grouped by types of hazards in everyday life and mastered in a given sequence: cuts; burns, fires and electrical injuries; falls and bruises (Hromcova, 2001).
Ensuring psychological safety in the educational environment	The study by Pogodaeva M.V. notes that when a child enters a preschool organization, serious threats to his psychological safety arise: at the initial stage, there is no system of trust-friendly relations between a child and an adult, a child and other children; the new environment has no reference significance for the child, psychological violence by teachers is possible (Pogodaeva et al., 2014).
Ensuring physical and psychological safety in collaboration with parents on the protection and promotion of children's health	In the study of Sh.S. Sultangazieva, special attention is paid to the interaction of teachers with parents on the protection and promotion of the health of children aged 5-7 years. The researcher identifies 4 groups of parents: parents are aware of the importance of strengthening and maintaining health; parents understand and are aware of responsibility; parents are insufficiently aware of the goals and objectives of consolidating and preserving the health of children in the family, do not feel responsible to society; parents who do not understand and do not want to understand the goals and objectives of strengthening and preserving the health of children in the family are indifferent and negative about the upbringing of a healthy generation (Sultangazieva, 2006).
Transport safety	
Ensuring road safety	In S.N. Pidruchnaya's research, the task is to create the foundations of a culture of safe behavior according to traffic rules among older preschoolers. The author emphasizes that this problem is especially relevant in the last decade due to the increase in the number of cars and the imbalance between an extremely unformed safety culture and the discipline of road users (Pidruchnaya, 2009).
Ensuring the safety of children in parking lots	Rouse J.B., Schwebel David C. studied the behavior of children and their safety risks in parking lots by observing children and adults as they moved from a parked car to a public recreation center (Rouse et al., 2019). As the results of the study showed, 67% of children were unattended by adults (between the parking lot and the entrance to the building); 90% of children at some point were at arm's length from an accompanying adult; more than 50% of the observations of children got out of the car before adults.
Environmental safety	
Ensuring the safety of children when encountering stray animals	The article by E.S. Zaozerskaya notes the following: attacks by stray dogs on people can result in severe bodily injury and even their death; stray animals can be carriers of various infectious diseases; a collision with a dog can be a source of stress for a person, which results in a negative attitude towards animals (Zaozerskaya, 2015).

Ensuring the safety of children during extreme natural conditions	All regions of Kazakhstan are more or less exposed to natural risks. The city of Almaty is characterized by such extreme natural phenomena as earthquake, snowfall, ice, mudflows in mountainous areas, thunderstorms, severe frosts, heavy rains, floods, hurricane winds, and others. In this regard, everyone needs to have a certain amount of information and knowledge about extreme natural phenomena (Levchenko et al., 2019).
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Social safety

Ensuring the social safety of children	In the study of A.V. Pelikhova, a psychological characteristic of a preschooler is given, which differs in such features as susceptibility, trustfulness to surrounding adults and at the same time dependence on them, openness in communication and curiosity, which determine behavior in a dangerous situation and contribute to their vulnerability. The researcher emphasizes that preschoolers often have insufficient readiness for self-preservation behavior, poor development of skills and abilities to analyze the situation, predict the consequences of their actions (Pelikhova, 2011).
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Educational safety

Ensuring safety in the conditions of a preschool organization	In the study by T.S. Santayeva, it is noted that the reasons for ignorance of the basics of life safety in a preschool organization are: the lack of necessary knowledge among the vast majority of the staff of a preschool organization; employees do not pay due attention to this issue; high staff turnover, which does not allow for improvement; advanced training in occupational safety and health covers only teachers, mainly from among the administration of a preschool organization, but does not apply to another category of employees (Santayeva, 2004).
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Information safety

Ensuring information safety when using Internet content	Information security of preschoolers implies that there is no risk of harm to the health, mental and spiritual development of children, as well as their moral development. Parents of preschool children often underestimate the threats associated with information that children receive from information sources (P. Dias, R. Brito) (Dias et al., 2021). The facts show (E. Champaoski, V. Quandt) that children's access to digital media should be carried out under parental control and guidance. Accordingly, it can be concluded that the presence of problems determined by parents may be due to the fact that children are not limited in time spent on the Internet, there is no parental control.
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Ensuring the safety of children during extreme natural conditions: for better assimilation of the material, organized activities on the basics of safe behavior should use the following methods and techniques: analysis and discussion of the situation; educational training; interactive technologies; creation of posters and comics; mobile and didactic games; conversation; viewing illustrations on the topic; observations; excursions; theatrical performances. The content and forms of work should give the child the opportunity to feel the value of his life, strengthen, protect his health, prepare for clear actions in dangerous situations (Levchenko et al., 2019).

Ensuring the social safety of children: methodological support for pedagogical support

of the family in the process of preserving the social safety of a preschool child: taking into account the typology of the family and building on its basis pedagogical measures to ensure the safe development of the child; joint solution of problematic tasks and situations for children and parents; development of socio-psychological qualities in children that contribute to self-preservation behavior. Pedagogical support of the family is implemented through: pedagogical education of parents, informing about the development of a preschool child, the difficulties and prospects of dialogue between the world of childhood and the world of adults; joint project activities in the context of urgent security problems; joint creation of an activity plan with predictable results for each subject (child, parent, teacher); organization of joint activities

of children and parents (holidays, events, joint activities) (Pelihova, 2011).

Ensuring safety in a preschool organization: the concept of life safety in a preschool organization is disclosed, which includes the following aspects: protecting the life and health of children, ensuring safe working conditions for preschoolers. It was determined that the main dangerous places in kindergarten are stairwells, small toys, sports equipment, faulty playgrounds and so on. The necessary pedagogical conditions that ensure the safety of children's life are the creation of a legislative framework; planning of the educational process; the use of interactive means, forms, methods of teaching; taking into account the accessibility of the content of the rules of safety of life; the systematic nature of the provided activities, visual and didactic equipment; the reference of safe behavior of participants in the pedagogical process, etc. (Santaeva, 2004).

Ensuring information safety when using Internet content: Increasing the level of information competence of parents is an effective measure to counter third-party encroachments on the safety of children in the process of using information and communication technologies and the Internet by the latter. That is, by increasing the information competence of parents, thereby ensuring the creation of optimal conditions for the information security of preschoolers. In the field of information security, the family also plays a significant role. It is in the family that children begin to form an initial idea about the computer and the Internet. The information competence of parents determines the way of family life and relations with information and communication resources and is one of the most significant determinants influencing the formation of the foundations of safe behavior of children in the information and communication space (Ivanova et al., 2022).

Thus, the conducted research by foreign and Kazakhstani scientists sets us the task of experimentally verifying previously proposed training options and at the same time searching for effective ways (forms, types of work) to prevent injuries and ensure safe behavior of older preschool children.

Conclusion. After analyzing a significant amount of foreign and domestic scientific

literature, we came to the conclusion that the current situation is such that no one can guarantee the safety of a child. Children become not independent, do not show initiative, cannot make their own and correct decisions in various situations, do not know specific safety rules. It is no coincidence that teachers of many preschool organizations are currently trying to find opportunities to work effectively on the "basics of safe behavior of preschoolers". The main purpose of teaching children safe behavior is to give each child an idea of life-threatening situations and appropriate rules of behavior when they occur. After all, safety is not only acquired knowledge, but also the ability to act correctly in various situations. It is important not only to protect the child from danger, but also to prepare for possible difficulties, to instill in him safe behavioral skills.

The analysis of psychological and pedagogical literature has shown that many scientists deal with issues of life safety and identify various ideas and approaches to solving this problem. Based on the best foreign and domestic educational traditions, modern authors of educational programs offer preschoolers a variety of forms and methods of organizing the basics of safe behavior, since safety is not only the sum of acquired knowledge and skills, but also the ability to act correctly in various situations. In addition, children may find themselves in an unpredictable situation in nature, on the street, at home, or in a preschool organization, so the main task of adults is to promote the development of their independence and responsibility. Special attention should be paid to organizing various activities aimed at giving children specific rules of behavior and experience, since what children learn in preschool and at home should be practiced in real life. These knowledge, skills and abilities are formed in the educational process, therefore, teaching children about the safety of their lives is an urgent pedagogical task that requires special attention around the world.

In the perspective of our research, the definition of the effectiveness of "playful learning" in the development of safe behavior skills and its implementation in the educational process of a preschool organization.

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GEOPOLITICS IN SCHOOL EDUCATION: ASSESSING THE PERCEPTION OF KEY ASPECTS BY SECONDARY SCHOOL STUDENTS IN KAZAKHSTAN

Abstract

This article analyzes the section "Geopolitics" in school geography curricula in Kazakhstan and assesses the level of knowledge and perceptions of secondary school students on this topic. To collect data to determine the degree of assimilation of geopolitical concepts, a survey method was used. The authors set the goal of analyzing the content of educational materials, developing a survey instrument, conducting a survey and analyzing the data obtained to identify the level of knowledge and awareness of students. The study found that most students demonstrate a good understanding of geopolitical concepts and are able to analyze world problems by relating them to geopolitical factors. However, some students have an incomplete understanding of geopolitics, which may be due to lack of clarity in teaching materials or lack of interest. Overall, the authors conclude that the study of geopolitics in the school curriculum contributes to the formation of a deep understanding of global issues and analytical skills of students, but requires additional effort to improve the effectiveness of learning. In addition, the study found that geopolitics receives full coverage in the curriculum for grades 10-11. However, the main question remains how students perceive this concept upon completion of studying the section, how much they understand the essence of world problems and assess current global trends in the field of geopolitics of the world and Kazakhstan.

Keywords: education, school geography course, updated content, geopolitics, curriculum, geopolitical education, knowledge assessment, Kazakhstan.