

## Teaching and Learning foundation of the elective course "Cultural Geography"

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### ABSTRACT

At present, one of the urgent problems is the systematization of information on elective courses and the identification of methodological features of its implementation. The article presents the program of the elective course "Cultural geography" for classes of the natural-mathematical direction. In addition, the methodological structure of the course "Cultural geography" has been worked out. The article provides an analytical review of the latest sources on the cultural geography in Russian and English.

**Key words:** elective course, geography of culture, program, annual plan, methodological structure.

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## 1. Introduction

Education is a complex process of transferring social experience and learning from generation to generation. Education is one of the most optimal and dynamic ways for a person to enter the world of science and culture. More precisely, in the process of learning, a person acquires cultural values. The relationship between education and culture can be viewed from different angles: within the cultural paradigm of the pedagogical system; as a system of cultural and educational centers of one or different countries; by analyzing the disciplines taught in the field of culture; describes and predicts the image of a cultural and educated person in a certain historical era; in order to identify the features of the cultural and educational environment of the younger generation; in the collection, preservation and modernization of the cultural and educational traditions of the people, ethnic group, nation. When considering the relationship between education and culture, first of all, it is necessary to give a scientific definition of the concept of "culture" (Subetto, 2015). To understand this complex and multidimensional phenomenon, we can conclude that "this is what a person does with himself and with the world", that is, to create a man and man-made (Philosophy of culture, 1998; Gurevich, 1995).

The problem of defining culture is one of the most difficult problems in modern humanities. There are many definitions of culture in science: American researchers Kroeber and Claxton have calculated that there are more than 500 of them (Kagan, 1998), some researchers call even more impressive figures (Kruglova, 1994) which indicates the breadth of scientific approaches to research. study and understanding of culture (Lotman, 2002), which are the result of various concepts and definitions developed science in the study of these phenomena culture (Malinowski, 1999).

Hessen (1995) first described the relationship between culture and education, noting that "the goal of education is the goal of culture". According to Hessen, "the task of education is to introduce a person to cultural values, to educate an artistic, professional person, i.e. to turn a natural person into a cultural person" (Hessen, 1995). Culture is a "living organism", as well as an organizational initiative in the "society-state" system. Culture - revives the spiritual world of a man and society. The manifestations of culture embody the human mind, intellect, goodness and beauty, and a world of goodness is created. At the same time, culture is the main tool that raises a person to the level of personality. Education is a social institution of culture, which in its function, together with culture, plays the role of developing social reason and science. The formation of a human geographic culture is an approach aimed at understanding nature, man, society by regulating the relationship between nature and society and preserving the planet (Mikhailovsky, 2007).

Culture is a complex, multifaceted phenomenon, therefore it is no coincidence that there are several unique ways, taking into account the culture (Bromley, 1991). Cultural geography historically originated in the field of socio-economic geography. Studying the geography of culture revealed spatial and cultural differences between regions of the earth. Karl Sauer contributed to the development of science in the 1930s and for a long time developed mainly in the United States. Sauer often used the methodology of market and descriptor analysis. After Sauer, Richard Hartshorn and Wilbur Zelinsky contributed to the formation and development of the cultural geography (Webb, 1987). Since the 1980s, the direction of "geography of a new culture" has been characterized (White, 2004).

Leslie White has made significant contributions to cultural research. White understands culture by understanding the laws of society's development. He emphasized that culture is not a methodological abstraction, but a real object operating according to certain laws. White distinguishes three subsystems in the cultural system: technological, social and ideological. He adhered to the position of technological determinism. The technological subsystem in White's approach is the main one, as it provides vital needs, safety and convenience. A significant work of White was the understanding of the meaning of symbols in the formation of culture (White, 2004).

Cultural geography is no longer in vogue. Of course, 20 years after the publication of Peter Jackson's «Maps of Meaning», it can be argued that «Cultural geography» has predominantly different temporal associations than it did then. In 1989, cultural geography was closely associated with the concepts of the "new" and, in tandem, with its opposition to the "old". The supposed 'new' cultural geography spread rapidly, entering various levels of hostility with both subdisciplinary traditions and the well-established disciplinary pursuits of political economy and spatial analysis. In 2009, «Cultural geography» awkwardly coexists with ideas of novelty. For some, this has already passed, for others, just a part of the intellectual establishment (Philip, 2010). Thus, there is a familiar historiographic narrative in which to find the «Maps of Meaning» and our relationship with them today. It begins with an antique, by no means fashionable, cultural geography, which is renewed and inspired by the new intellectual plans of British cultural studies (Foote, Hugill, Mathewson & Smith, 1994). It is much more productive to imagine and implement cultural geography as something created as a result of the "rotation" of nourishing contradictions (Whatmore, 2006). In pursuit of the opposite pole, cultural politics is also considered too trivial, too fixated on everyday practices and identifications, to speak of a century of imperial wars, speculative capital and global upheavals (Amin & Thrift, 2005). More specifically, as a discipline encompassing the natural, social and human sciences, cultural geographers have an important position to integrate scientific and artistic perspectives on issues of public interest, as Catherine Yusoff's current work on climate change shows (Yusoff, 2009). Thus, in various respects, cultural geography has the potential to be a very "broad" activity rather than an inward direction .

At the same time, the tendency of the most tested, primarily semiotic and philosophical-cultural methods of the humanities, to penetrate into modern cultural geography is obvious. In recent years in Russia, doctors of philosophy and cultural studies have defended dissertations in this area. The geography of culture is an important part of geography. The concept of territory is widely used here, the method of cartographic research is used. The principle of natural actualism in which historical events of the country or region are interpreted from a modern point of view, is also important.

A number of fundamental studies conducted in the semiotic and historical-cultural sphere in the Russian tradition ( Lotman, 1978; Toporov,1985; Yakobson,2010; Gurevich, 1995). They never belonged to the direction of "cultural geography", but they contain hidden ideas of humanitarianism in this direction. At the same time, there is a special direction of cultural and geographical thought, whose adherents directly develop the ideas of cultural geography (Turovsky, 2007; Kagansky, 2010; Kalutskov , 2014). Currently, there is need for a comprehensive study of cultural geography of ideas in the philosophical and cultural aspects.

### **1.1. Purpose of research**

Profile education helps high school students choose the right path to continue their education in the future, providing pedagogical, psychological, informational and organizational support to schoolchildren. As elective courses are newly introduced in general education institutions, there are still insufficient normative documents and methodological materials. Many teachers do not have complete information about the goals and objectives of profile education at school, the types and methods of its implementation, they can not create elective course programs that will be interesting and useful to students.

## **2. Methods and Materials**

The research took the form of a qualitative study and made use of analytic review of previous literature in the field of study. The findings are discussed in a systematic manner, which made the findings meaningful.

## **3. Findings**

An analytical review of the works of Russian scientists. Let's start our review with the theses of the conceptual speech of the famous researcher I. V .Mitin at the meeting of the Commission on the

Cultural geography, which took place in Moscow in February 2006. According to the author, it is advisable to introduce a new sound and the geographical definition of the cultural geography as one of Geographical Sciences, studying laws of formation and development, as well as rules for the creation and modification of territorial cultural systems. The latter are proposed to be understood as systems consisting of cultural elements (artifacts and mentifacts), the connection between which is carried out through the territory. All interpretations of cultural landscapes (cultural areas, areas of cultural distribution) correspond to this definition - they are meant as objects defined in culture and concepts about them; In fact, focusing on the second concept adds a second part of the thematic area to cultural geography. One of the main tasks of cultural geography in this interpretation is the creation of complex cultural and geographical characteristics; it is a method of studying and presenting information about a territorial cultural system, aimed at reflecting the uniqueness of a place.

As can be seen from the context of these theses, the author understands cultural geography in an applied (practical) sense, which allows modeling the plan and methodology of a specific field study. This approach is very important because it allows cultural geography to remain on a solid "geographical" basis, without crossing the line of merging with cultural studies (or cultural anthropology). In addition, (see the corresponding section of this report), this view largely coincides with the new trends in Western cultural geography, which give priority to the practical use of cultural and geographical knowledge.

In Russia, in recent years, several doctoral dissertations have been defended in the geography of culture in the field of geographical sciences, as well as in the field of culturology (Zamyatin, 2009), philosophy (Lavrenova, 2010) and methodology (Mikhailovsky, 2007).

1. Ragulina (2007) «Geography of culture»: theories, methods, regional synthesis. Dissertations for the degree of Doctor of Geographical Sciences. Irkutsk, 2005 (specialty 25.00.24). The main structural elements of the dissertation:

Chapter I. Geography as a geographical science;  
Chapter II. Fundamentals of cultural and geographical expertise and classification of concepts; Chapter III. Analysis of spatial tradition in cultural geography and related scientific fields;  
Chapter IV. Middle traditions of cultural and geographical research;  
Chapter V. Topological tradition in cultural geography;  
Chapter VI. Regional traditions and cultural and geographical zoning;  
Chapter VII. Landscape tradition in cultural geography;  
Chapter VIII. Time, Logical Positivism and Geography;  
Chapter IX. Methodological foundations of regional cultural and geographical synthesis;  
Chapter X. Formation of the Central Siberian geo-cultural regional community as a result of the interaction of ethno-cultural landscapes (15th - early 20th centuries). The scientific problem solved in the dissertation consists in an analytical understanding of the theoretical and methodological state of cultural geography, identifying current trends in its development in Russia and abroad as the basis for building the author's concept of regional cultural and geographical synthesis. A popular scientific discipline that has similar methods in its arsenal – the cultural geography - is a powerful and authoritative field of human geography, which is now being rediscovered by domestic geographical considerations. The content and possibilities of modern human geography are directly related to the dynamic and not always predictable existence of changes taking place in society (Uvarov, 2011).

2. Mikhailovsky (2007): "The formation of geographical culture in the conditions of gymnasium education." Dissertation for the degree of candidate of pedagogical sciences. St. Petersburg 2007 (Specialty 13.00.01 - General Pedagogy, History of Pedagogy and Education).

The main structural elements of the dissertation:

Chapter 1. Theoretical foundations of the formation of geographical culture in the conditions of gymnasium education.

Chapter 2. Formation of geographical culture in the conditions of gymnasium education on the organization and effectiveness of experimental work.

In his dissertation, the author theoretically considered the geography of culture and developed a model for the formation of geographical culture in the conditions of gymnasium education. The experimental base of the study was held in a gymnasium. The study was conducted between 2002 and 2007 and included three stages. The theoretical significance of the research results is as follows: The problem of geographical education is culturological (which considers education as the most important component of culture and the main channel of its transmission), axiological (which allows us to study education as a socio-cultural value, which allows us to see in education not only a means of forming knowledge, skills, and skills of students, but also a way to achieve the formation of a growing personality as a carrier and creator of culture), the possibilities of a systematic approach (which allows considering the process of geographical culture formation as a single system in the conditions of gymnasium education) are expanded.

3. Lev Nikolaevich Gumilev is a Soviet and Russian scientist, historian-ethnologist, doctor of historical and geographical sciences, poet, translator from Persian. Lev Gumilyov wrote twenty monographs and more than three hundred articles on the history and culture of various peoples of Eurasia. He went down in the history of Russian science and culture as the author of numerous works on the history of ancient and medieval peoples, the history of nomadism, namely, domestic nomadic studies, who raised to a height that other countries had not yet reached, the creator of works on the theory of ethnology, history of Russia, history its ethnic groups, culture and church, the author of the theory of passion, which has become today a universal scientific discipline, equally interested in biologists, physicists, climatologists, geologists and the humanities.

In Lev Nikolaevich's theory of culture, the theme of the historical development of culture receives the deepest understanding and enters into a complete theoretical structure - the theory of ethnogenesis. The central concept of this theory is ethnos, which the scientist views as a collective of people existing as an energy system (structure) opposing all other similar groups that naturally formed on the basis of a primary stereotype of behavior based on a sense of fulfillment (Gumilyov, 1998)

Cultural geography teaching occupies a good place in the system of education in Russia. Many scientific articles and textbooks on cultural geography have been published. For example, in school textbooks, Cultural geography is taught in an integrated manner. For example, a textbook on geography for grade 10 by Kholina, (2010) consists of four sections, the fourth of which is devoted to the geography of culture.

«The Settlement and Culture» section consists of several chapters. The first chapter is devoted to the population, and the second to the cultural regions of the world. The author focuses on the definitions and classification of culture in school textbooks, writes about the formation of languages and ethnic groups. Also described the influence of religions on the culture and historical - cultural areas of the world (Kholina, 2010)

Analytical review of English-language sources. A general look at the sources cited in European and American traditions shows that the intensity of cultural and geographical research is several times higher than at the modern Russian level. Dozens of monographs on this topic are published annually in various publications in the USA and Europe, with the exception of hundreds of journals. It should be noted that the geography of "English-speaking" culture is distinguished not only by a variety of themes and traditions, but also by the absence of specific disputes and disputes over the division of cultural and humanitarian geography. In other words, the idea of cultural geography unites the Western scientific community, rather than dividing it. Another important point: the official impact factor of most of the reviewed publications on the geography of culture ranges from 2 to 8 - very high.

In this review, we will focus on some typical publications that reflect the various issues raised by the Western tradition of cultural geography.

1. *Journal of Social & Cultural Geography*. Published by Routledge. Frequency: 8 issues per year (Volume # 21, 2021, last issue). The journal "Socio-cultural Geography" publishes many original articles on special issues of the functioning of society and culture. The articles focus on the nature of the relationship between space, place, and the social and cultural spheres, including inequality, poverty, housing, crime, work and recreation, and everyday life (consumption, personal problems). Special attention is paid to the issues of historical, social and cultural heritage (Social and Cultural Geography, n.d.).

2. *Journal of Cultural Geography*, Volume 37, Issue 3 (2020) Since 1979, this journal has been an international forum for scientific research on the territorial aspects of the existence of people of different groups, their activities. In published studies of these issues are connected with the landscape views and a variety of cultural phenomena. The journal is distinguished by high quality articles written in an accessible style (*Journal of Cultural Geography*, 2020)

3. Mitchell D., *Cultural Geography - a Critical Introduction*, 2000, Oxford / Malden (Mass.), Blackwell, 325 p. This book provides a critical assessment of the changes in cultural geography that took place over the last twenty years. The geography of culture, according to the author, explains cultural changes in various geographic areas - from politics to daily life, in the field of production and consumption - to sexual, racial and ethnic issues (Mitchell, 2000).

It seems that many cultural geographers have given little open, focused attention to methodological issues in their published articles in cultural geography journals - which is even more surprising in light of efforts in new cultural geography to develop tropes of representation that more fully account for embodied, accidental and emotional elements of social life. In the "performative twist" of geography, unrepresentative theory has been widely hailed by the field's aspiration to defiantly move away from textual representations of the landscape and become aware of the improvised, multi-sensory, situational, ephemeral, and everyday practices that make up our social space in current and partial ways (Thrift, 2000).

In Kazakhstan, the issues of "geography of culture" have not yet been fully studied. There are not enough publications in textbooks, articles and scientific collections on the "geography of culture". Dissertations on the topic "geography of culture" is not still protected. The subject of geography plays an important role in the development and education of the younger generation as a person, in the formation of their common culture, in the education of creative work, in determining their place in the world on the basis of scientific geographical knowledge. Therefore, the formation of geographical culture as an integral part of the general culture of a person is the most urgent problem for which is primarily responsible school geography.

An analysis of the results of a survey conducted among teachers teaching various subjects, students of grades 6-10 of the gymnasium and geography teachers showed that teachers identified geographical culture as a necessary professional component of a geography teacher, part of the general culture of a person. Knowledge of the subject and subject methodology requires the expansion of the general worldview of the geography teacher. This is about a love of geographic science and the teaching profession, the desire to be in continuous search for new ideas, interesting facts, personal experiences, using this as the potential subject matter, and ways of traveling (Bagila et al., 2019; Agranovich et al., 2019; Nurbol et al., 2020).

In general education schools, the geography textbook of the 10th grade should include the section "geography of culture". In the future, students primarily promote knowledge of the subject and can apply this knowledge in everyday life, know the geographical map, be able to make answers, know concepts, terms, geographical nomenclature. In addition, it is necessary to understand the place

of Kazakhstan in the world, to consider the economic and political problems of the country, to consider the possibility of independent movement and survival in extreme conditions in your hometown. Geography allows you to develop the ability of tolerance to understand another person, no matter what language they speak, no matter what religion they adhere to. Understanding what lies behind such knowledgeable and familiar information, such as a presidential visit, demonstrations, a volcanic eruption or tsunami, and even a weather forecast. All this is the absolute culture of man and his life, the fact that human activity is aimed at preserving the necessary natural and human conditions for life and largely determines the degree of general civilization of society.

The elective course "Cultural Geography" for classes of the natural-mathematical direction is designed for 34 hours for the 10th grade. The program of the applied course in geography (the field of natural and mathematical disciplines) is fully presented in Table 1.

**Table 1 : Annual course plan "Cultural Geography" (1 hour per week, total 34 hours)**

<b>№</b>	<b>Theme of the lesson</b>	<b>Number of hours</b>	<b>Types of the lesson</b>
1	Introduction. The essence of the concepts of "culture", "civilization", "geographical culture", methods and techniques of its application in the fields of science.	1	Lecture lesson
2	The centers of civilization and its distribution. Kazakhstan in the world civilizational community. World cultural and historical heritage.	2	Lecture lesson
3	The geography of the spiritual culture of the world.	2	Research lesson
4	Changes in the world culture according to the religious characteristics of the population.	1	Group work, work with maps
5	Ethnocultural regions of the modern world.	2	Seminar
6	Geographical centers of art. Geography of architecture, the geography of various architectural styles	1	Conference
7	Geo-cultural space. The role of territories in the development of culture	1	Lecture lesson
8	Geography of culture and Art.	2	Case study
9	The first cultural landscapes.	2	Lecture lesson
10	Geographical territories of famous authors of painting and their works.	2	Essay
11	Geography of architecture, geography of various architectural styles.	2	Semantic table
12	Geographic aspects of material culture.	2	Individual work
13	The art of urban planning and gardening.	2	Team competition
14	Architectural structures. Monuments (artifacts).	2	Debate
15	Geographic aspects of material culture.	4	Project
16	The organization of excursions to places of culture.	6	Final excursions

The main goal of the course "Cultural geography " is the formation of students' geographical culture, the ability to solve socio-economic problems based on geographical knowledge and the ability to independently assimilate geographical knowledge, apply it in public, political, cultural and everyday life.

Objectives of the course "Geography of Culture":

1. Explain to schoolchildren the geographical image of the world, the peculiarities of its change and formation;
2. Analysis of the peculiarities of geographical culture in different parts of the world and Kazakhstan;
3. Comparison of the civilizational features of large territorial structures in modern society;
4. Teach students to study more widely the peoples of the countries of the world, their traditions, religion, culture.

The novelty of the course is characterized by the ability to relate to life in data processing, increasing the interest of students in research work within the geographic education system. Students learn to gather information, to work with the information set out in the text, learn to make clear conclusions, logically expound and explain their point of view. In the course " Cultural geography,

students will be able to improve their geographical culture and knowledge, learn to work with various thematic maps, focus their knowledge on scientific research work, focus on the profession, and develop their research skills through the effective use of literature and additional visual aids.

The program of the elective course contributes to the development of students' skills of independent search for knowledge and information in the performance of creative tasks assigned to classroom and homework (working with scientific texts, analyzing information on textbook and Atlas maps, working with contour maps, mapping socio-economic indicators, searching for the necessary information, as well as ranking information in the media and the internet). The course provides many opportunities for students: students master the most important socio-economic concepts; develop logical thinking and are able to solve problems independently; master the technology of working in small groups; can analyze statistical data, diagrams and complex maps on geography.

In the course " Cultural geography " interdisciplinary connections are carried out (cultural studies, economic geography, history, literature, economics, religious studies, sociology, etc.), which, along with expanding the worldview of students in general, contributes to the formation of a geographical picture of the world. The scheme of the methodological structure of the course "Cultural geography" is given in Table 2.

**Table 2: Methodological structure of the course "Cultural geography"**

<b>Forms of organization of the course</b>	<ol style="list-style-type: none"> <li>1. Interactive lecture (the acquisition of knowledge)</li> <li>2. Seminars (analysis, systematization of data)</li> <li>3. Conversation</li> <li>4. Practical work with maps and statistical materials</li> <li>5. Creative work (expanding horizons, interest in information)</li> </ol>
<b>Forms of control</b>	<ol style="list-style-type: none"> <li>1. Creative work (for testing on the topic) (search)</li> <li>2. Tests (for intermediate or final test on a topic)</li> <li>3. Independent product (intermediate control)</li> <li>4. Creative works (search)</li> </ol>
<b>Principles of teaching</b>	<ol style="list-style-type: none"> <li>1. Scientific</li> <li>2. Communication</li> <li>3. Interest</li> <li>4. Continuity</li> <li>5. Territorial position</li> <li>6. Integration principle</li> </ol>
<b>The innovative technology used in elective courses</b>	<ol style="list-style-type: none"> <li>1. Modular training technology.</li> <li>2. Strategies of "Critical thinking and writing"</li> <li>3. Interactive technologies</li> <li>4. Program "methodology of scientific design"</li> <li>5. Debate technologies</li> </ol>
<b>Research methods</b>	<ol style="list-style-type: none"> <li>1. Social: analysis, synthesis, generalization, abstraction.</li> <li>2. Problem methods: problem analysis, forecasting, identification of the current socio-economic situation, forecasting the possible outcome, comparison of the expected result with the observed phenomenon</li> </ol>



#### Expected results

1. Substantiate the importance of mastering geographical knowledge and methods of geographical analysis for future professionals.
2. Supplementing and deepening knowledge of natural, social and economic factors that affect the spatial organization of the economy.
3. Formation of information culture of students.

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#### 4. Conclusion

In the course of the study, it was found that geographical culture is an important indicator of social activity and individual consciousness. Cultural geography develops in the consciousness of a person, on the one hand, the idea of the natural uniqueness, originality, uniqueness of his homeland, on the other hand, the idea of his own universality, mobility and responsibility of a person. This is due to the formation of a geographical culture for students, the education of an aesthetic, moral and ethical attitude to the world and reverence for various forms of life, which are the basis for a constructive dialogue between man and nature, society and the world.

The formation of cultural geography in a gymnasium institution is carried out on the basis of an organizational and pedagogical model that ensures the effectiveness of formation, which includes basic and additional education, combining physical-geographical, economic-geographical and profile components; creative associations, scientific societies; participation in international projects, conferences, travel, as well as in individual geography programs for gifted schoolchildren. The model provides a complete picture of the geographical picture of the world, geographical competence, the adequacy of the development of geographical thinking, the ability to act in a geographical environment.

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