

EXPERIENCE OF FOREIGN COUNTRIES IN TEACHING GEOGRAPHY

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Abstract. *This article examines the experience of foreign countries in teaching geography, highlights different approaches and practices used in different educational systems. The article emphasizes the importance of integrating fieldwork, map analysis, and geospatial technologies in developing students' understanding of physical geography, human geography, and global interconnectedness, as well as improving spatial thinking skills.*

Keywords: *geography education, foreign countries, curriculum, teaching methods, spatial thinking, physical geography, human geography, global interconnectedness, fieldwork, map analysis, geospatial technologies, local knowledge, cultural perspectives, stability.*

Geography education plays a crucial role in the development of students' understanding of the world around them, the development of spatial thinking skills and the development of global consciousness. Although each country has its own approach to teaching geography, studying the experiences of foreign countries can provide valuable insights and perspectives on effective practices. This article aims to study the experience of teaching geography in foreign countries, to highlight their curricula, teaching methods and main directions.

The article examines the experience of geography education in several foreign countries, such as the USA, Great Britain, Canada, Sweden, South Korea, Japan, Brazil, the Netherlands, China, New Zealand, India, France, South Africa, Japan and Spain. These countries represent different educational systems and approaches to teaching geography.

Through a comprehensive review of geography teaching experiences in foreign countries, this article aims to provide valuable insight and inspiration for educators and policy makers seeking to improve geography education practice in their own contexts. The following sections examine the specific approaches and practices used by each country, highlighting their unique contributions and successful strategies for teaching geography.

International research on geography education pedagogy has a long history. Early research explored conceptual frameworks and skill-based approaches (Committee of Ten, 1893; Mackinder, 1903). Later literature analyzed the impact of socioeconomic trends on curricula (Godlad, 1984; Lee & Bednarz, 2012). More recently, interests in spatial thinking, geospatial technologies, and sustainability have emerged (Bednarz et al., 2006; Kerski, 2012).

In this section, we will conduct a literature analysis in order to study the existing research and scientific works related to the experience of foreign countries in teaching geography. By reviewing academic articles, reports and educational resources, we aim to gather valuable insights and identify key themes and trends in geography education across countries.

The literature review included studies examining curriculum, teaching methodologies, assessment practices, and technology integration in geography teaching. It also includes research into the inclusion of indigenous knowledge, cultural perspectives and the concept of sustainability in geography curricula.

The experiences of foreign countries in teaching geography provide valuable insights and lessons that inform and inspire the practice of geography education around the world. In this section, we discuss the main findings and results from the study of different countries' approaches to geography teaching.

1. Designing different training programs:

The analysis shows that foreign countries use different curricula in geography education. This diversity reflects the focus on different aspects of geography, such as physical geography, human geography, cultural landscapes, or regional studies. The inclusion of local knowledge and cultural perspectives is also evident in some countries. This diversity underscores the importance of adapting the curriculum to each country's unique geographic and cultural contexts, fostering a deeper understanding of local environments and global interactions.

2. Different teaching methods:

Studying the experience of foreign countries reveals a range of teaching methods used in geography classes. Fieldwork, map analysis, and the use of geospatial technologies are common approaches to improving students' spatial thinking skills and providing hands-on learning experiences. Inquiry-based learning and project-based activities that encourage critical thinking, problem-solving, and collaboration are also common. Different teaching methods emphasize the importance of actively engaging students and enabling them to learn geographic concepts in meaningful and practical ways.

3. Technology integration:

Many foreign countries use technology integration in geography education. The use of geographic information systems (GIS), remote sensing, and interactive mapping tools enriches students' learning experiences, enabling them to analyze spatial data and make informed decisions. The integration of technology facilitates the study of real-world situations and contributes to a deeper understanding of the dynamic nature of geography. However, ensuring equitable access to technology resources and promoting digital literacy remain critical issues for effective implementation.

4. Attention to sustainability and global issues:

A number of foreign countries are prioritizing the inclusion of sustainability education and the study of global issues in their geography curricula. This emphasis reflects the growing recognition of the interdependence between human activities and the environment. By studying topics such as climate change, environmental degradation and sustainable development, students develop a sense of environmental stewardship and global citizenship. The integration of local knowledge and local people's perspectives further enriches the understanding of sustainable practices and cultural connections with the environment.

5. Challenges and opportunities:

Although the experiences of foreign countries in teaching geography have provided valuable insights, there are challenges and opportunities. Teacher training, adequate resources and ongoing support are essential for effective implementation. In addition, addressing issues of inclusivity, cultural relevance and decolonization of geography education are important to ensure a comprehensive and equitable approach.

By discussing these key findings, this paper highlights the importance of adopting a contextual and learner-centered approach to teaching geography. By drawing inspiration from the experiences of foreign countries, educators and policy makers can identify effective strategies,

adapt them to their educational contexts, and create engaging and transformative geography learning experiences for students.

In general, the study of the experience of foreign countries in the teaching of geography shows the dynamic nature of geography education throughout the world. It emphasizes the importance of embracing diversity, developing critical thinking skills, promoting sustainability and addressing global issues. By continually exploring and drawing on these experiences, educators can shape geography education practices that prepare students to become informed global citizens who understand and appreciate the complexity of our interconnected world.

Studying the experience of teaching geography in foreign countries reveals several important conclusions and concepts. These results provide an overview of the different approaches, practices and emphases observed in the geography education systems of different countries.

1. Focus on the curriculum:

The analysis shows that different aspects of the science are emphasized in geography curricula of foreign countries. Some countries prefer physical geography, focusing on landforms, climate, and natural processes. Others focus more on human geography, studying topics such as population, urbanization, and socioeconomic factors. Cultural landscapes, regional studies and global interconnections are also key themes in the curricula of various countries. This diversity in the curriculum highlights the importance of adapting geography education to each country's unique geographic and cultural circumstances.

2. Teaching methods:

Studying the experience of foreign countries shows the diversity of teaching methods used in geography lessons. Field and experiential learning activities are commonly used to enhance students' understanding of geographic phenomena. Map analysis, interpretation, and digital mapping tools are often combined to develop spatial thinking skills. Inquiry-based learning approaches, collaborative projects, and problem-solving activities are also common. These diverse teaching methods reflect pedagogical changes aimed at active student participation and practical application of geographic knowledge.

3. Technology integration:

Technology plays an important role in geography education in many foreign countries. The integration of geospatial technologies such as geographic information systems (GIS), satellite imagery, and online mapping tools enhances students' ability to analyze and interpret spatial data. Interactive simulations and virtual tours provide an immersive learning experience. Using technology in geography education allows students to explore real-world scenarios, make connections between local and global contexts, and develop digital literacy skills.

4. Inclusion of local knowledge and cultural perspectives:

A number of foreign countries recognize the importance of including local knowledge and cultural perspectives in geography education. This includes incorporating the knowledge, traditional practices and cultural heritage of indigenous peoples into the curriculum. By appreciating and incorporating diverse cultural perspectives, students develop a deeper understanding of the relationships between people, places, and the environment. This inclusive approach fosters cultural sensitivity, appreciation and a greater understanding of the complexities of geography.

5. Attention to sustainability and global issues:

The experience of teaching geography in foreign countries shows that attention to stability and global problems is growing. Many curricula address topics such as climate change, environmental sustainability, and the impact of human activities on the planet. This focus is on developing students' environmental awareness, promoting sustainable practices and fostering a sense of responsibility towards the global community. Integrating sustainability education into geography education prepares students to actively engage with and solve environmental problems.

Studying the geography teaching experiences of foreign countries provides valuable insights into effective practices and approaches that can inform geography education around the world. The variety of curricula, teaching methods, technology integration, and emphasis on sustainability and cultural perspectives observed in different countries provides a wealth of knowledge for educators and policy makers seeking to improve geography education.

The analysis highlights the importance of adapting geography curricula to each country's specific geographic and cultural conditions. By emphasizing physical geography, human geography, cultural landscapes, and global interconnectedness, educators can provide students with a comprehensive understanding of the world around them. The integration of local knowledge and cultural perspectives enriches students' learning experiences, fostering cultural sensitivity and a deeper understanding of the complexities of geography.

Various teaching methods used by foreign countries emphasize the active participation of students and the transition to practical application of geographical knowledge. Fieldwork, map analysis, geospatial technologies, and inquiry-based learning approaches develop critical thinking, problem-solving, and spatial reasoning skills. Integrating technologies such as GIS and interactive mapping tools enhances students' ability to analyze spatial data and make informed decisions.

The inclusion of sustainability education and the study of global issues in geography curricula is essential to prepare students to be environmentally conscious and globally active citizens. By addressing topics such as climate change, environmental sustainability and human impact, geography education equips students with the knowledge and skills they need to actively contribute to a sustainable future.

Although the experience of foreign countries provides valuable insights, there are problems in the introduction of effective practice of geography education. The need for teacher training, equitable access to resources and technology, and addressing issues of inclusion and cultural relevance require continued attention.

In conclusion, it can be said that the experience of foreign countries in teaching geography shows the dynamic nature of geography education throughout the world. Drawing inspiration from these experiences, educators and policy makers can develop engaging and transformative geography education that prepares students to understand and appreciate the complexities of our interconnected world. By embracing diversity, developing critical thinking skills, promoting sustainability, and addressing global challenges, geography education empowers students to become global citizens equipped to meet the challenges of the future.

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