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## THE POTENTIAL OF THE SCHOOL SUBJECT OF GEOGRAPHY IN THE CONTEXT OF THE CONCEPT OF THE NEW UKRAINIAN SCHOOL

*The article analyzes the importance of geography as an educational subject and examines its role for a senior specialized school. According to the modern educational reforms that are ongoing in Ukraine under the concept of the new Ukrainian school (NUSH), secondary education will be at the following levels: academic and specialized, so it is important to understand whether this subject will be basic or specialized in high school. Since the Institute of Pedagogy of the National Academy of Sciences of Ukraine is the flagship of pedagogical thought in Ukraine, it was quite logical for its researchers to conduct a pedagogical study that covered more than 3,000 teachers who teach geography at school.*

*The opinions of teachers coincided with the opinions of scientists, thus the attitude to the subject of geography was revealed. The results of our research were reported to the operating group that worked on the creation of the Concept for the senior school, which consists of academic and professional lyceums, as well as to the authors who will create model curricula for the senior school, because the creation of curricula is a science-intensive process that requires subject knowledge and skills: compliance with the principles of education (scientific nature, logical construction of geographical content, («from simple to complex»), relevance of content, updating of content in accordance with the latest trends in geographical science, types of educational activities, the final result of education, etc. Since geography is a subject that helps students understand the relationships between nature, society and their impact on the environment, and the rapid pace of change in the modern world sometimes calls into question the relevance and relevance of the curriculum, which remains outdated, does not include new research, geopolitical changes and modern global problems. Conducting pedagogical research using the method of observing the educational process in secondary education institutions through quantitative analysis and surveying students and teachers, we drew certain conclusions, which we have placed in the content of this article.*

*Since students are at an important stage of their development, where their interests, values, and thinking are being formed, effective design and implementation of geography teaching content allows us to take into account these individual characteristics of students, stimulate their interest in studying the subject of geography, and develop students' abilities, which was the goal of our study.*

***Key words:*** *education reform; studying geography; New Ukrainian school; pedagogical research; content of the subject "geography"*

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## ПОТЕНЦІАЛ ШКІЛЬНОГО ПРЕДМЕТУ «ГЕОГРАФІЯ» В КОНТЕКСТІ КОНЦЕПЦІЇ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

*У статті аналізується значення географії як навчального предмету та розглядається її роль для старшої профільної школи. Згідно із сучасними освітніми реформами, які тривають в Україні за концепцією нової української школи (НУШ), середня освіта матиме академічний та профільний*

*рівень, тому важливо розуміти, яке місце відводиться навчальному предмету географія. Оскільки Інститут педагогіки НАПН України є флагманом педагогічної думки України, цілком логічним для його дослідників було проведення педагогічної розвідки, в якій взяло участь понад 3000 учителів, які викладають географію в закладах загальної середньої освіти.*

*Думки вчителів збігалися з думками науковців, таким чином було виявлено ставлення до навчального предмету географія. Результати нашого дослідження оголошувались учасникам робочої групи, що працювала над створенням Концепції для старшої школи, адже створення навчальних програм, це наукомісткий процес, який потребує предметних знань і вмінь через дотримання принципів навчання (науковість, логічна побудова географічного змісту, («від простого до складного»), актуальність змісту, оновлення змісту відповідно до новітніх тенденцій географічної науки, видів навчальної діяльності, кінцевого результату навчання тощо. Оскільки географія є предметом, який допомагає учням розуміти взаємозв'язки, між природою, суспільством та їхнім впливом на навколишнє середовище, а швидкі темпи змін у сучасному світі інколи ставлять під сумнів актуальність і доречність зміст навчальної програми, яка залишається застарілою й іноді не включає нові дослідження про геополітичні зміни та сучасні глобальні проблеми, то актуальною залишається проблема проєктування сучасного географічного змісту при навчанні. Проводячи педагогічне дослідження методом спостереження за навчальним процесом в закладах загальної середньої освіти шляхом кількісного аналізу та опитування учнів та вчителів, нами були зроблені певні висновки, які ми розмістили в змісті цієї статті.*

*Оскільки учні перебувають на важливому етапі свого розвитку, де формуються їхні інтереси, цінності та мислення, то ефективне проектування та реалізація змісту навчання географії дозволяє врахувати ці індивідуальні особливості учнів, стимулювати їх інтерес до вивчення предмета географії та розвивати здібності учнів, саме це і було метою нашого дослідження.*

***Ключові слова:*** *реформа освіти; вивчення географії; Нова українська школа; педагогічні дослідження; зміст предмета «географія».*

**Statement of the problem in general.** After the Revolution of Dignity (2014), Ukraine took European values as a reference point, and this also applied to education. During this period, new educational documents were created: The Law «On Education» (2017) [1]. The Concept of the New Ukrainian School (NUS) 2017 [2], the State Standard of Basic Secondary Education (2020) [3], the Concept of Science and Mathematics Education. (STEM) [4], the latest curricula [5], textbooks [6], manuals for teachers and students [7]. The content of these educational documents is aimed at the formation of critical thinking and educational competencies in students. In this context, the educational process is reoriented to the development of the individual, and such a reorientation involves im-proving the entire education system, and therefore, the methods of teaching individual disciplines, including geography.

Active participants in the creation of these documents were scientists of the Research Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine.

The Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine is a state scientific institution that provides a scientific and methodological basis for the development of modern pedagogical science in Ukraine, conducts large-scale research on the implementation of the latest educational technologies. A similar scientific institution has never existed in Ukraine or in Europe [8].

The main areas of activity and tasks of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine are: conducting fundamental and applied scientific research, implementation of state target programs aimed at solving current theoretical, methodological and practical problems of the science of education, pedagogy and general secondary education; development of state standards of general secondary education, concepts, programs for the development of education and pedagogical science in Ukraine; development and implementation of scientific, educational, scientific-production, reference products (editions) on the sciences of education, pedagogy and issues of general secondary education; implementation of scientific and pedagogical examination of documents in the field of science and education; pedagogical forecasting;

preparation of scientific and methodological recommendations and implementation of the results of scientific and pedagogical research in educational and social activities; training and attestation of higher education applicants at the qualification levels of doctor of philosophy, doctor of science and provision of other educational services; ensuring the activity of specialized academic councils for the defense of dissertations and the awarding of scientific degrees in accordance with the procedure established by law; supporting talented young scientists, promoting their creative growth and ensuring the activities of the council of young scientists; organization and conducting of scientific and scientific-practical events in various areas of pedagogical science and practice with the aim of popularizing the achievements of pedagogical science in Ukraine and abroad; cooperation with institutions and educational institutions of Ukraine and abroad; representation of Ukrainian pedagogical science and practice at the international level, presentation of the results of scientific research at international scientific forums, in mass media, organization of scientific and practical events with the participation of foreign specialists, exchange of specialists on a contractual basis; implementation of publishing activities (publication of scientific, educational and scientific and industrial literature, specialized publications, information bulletins, bulletins), creation of an electronic educational scientific and informational resource and publication of specialized periodicals.

Throughout history, the name of the Institute of Pedagogy was changed and specified: from 1926 (the year of the Institute's establishment) – Ukrainian Research Institute of Pedagogy; since 1955 – Scientific Research Institute of Pedagogy of the Ukrainian Soviet Socialist Republic; since 1992 – the Institute of Pedagogy of the Academy of Pedagogical Sciences of Ukraine (since 2010 – the National Academy of Pedagogical Sciences in Ukraine).

The structural subdivisions of the Institute of Pedagogy are 17 scientific departments, namely: Department of History and Philosophy of Education; department of comparative pedagogy; department of didactics; department of elementary education named after O. Savchenko; Ukrainian language and literature teaching department; department of teaching languages of national minorities and foreign literature; foreign language teaching department; department of social science education; the department of teaching geography and economics, the department of biological, chemical and physical education; department of technological education; department of mathematics and informatics education; Department of Integration of Education Content; Department of Economics and General Secondary Education Management; Department of Innovations and Education Development Strategies; department of monitoring and evaluation of the quality of general secondary education; Department of STEM Education and Artificial Intelligence [9].

Last year (2024) the Department of Geography and Economics of the Institute of Pedagogy of the National Academy of Sciences of Ukraine celebrated its 90th anniversary. The history of the geography and economics teaching department dates back to 1934, when the geography methodology department was created at the Research Institute of Pedagogy. It was headed by Kostyantyn Pyartli. From 1945 to 1947, candidate of geographical sciences Ivan Starovoytenko was in charge of the geography methodology sector, and from 1947 to 1959 – Oleksiy Dibrova. According to his authorship, the first textbook on the geography of Ukraine was created, which survived 16 editions. Mykhailo Otkalenko, who headed the department from 1959 to 1980, wrote a new page in the study of geography methodology problems.

In the early 1980s, the department changed its name to the Laboratory of Geography Teaching Methods and was headed by Anatoly Syrotenko - author of textbooks, manuals, scientific and methodological articles, honoured one worker of science and technology of Ukraine, Doctor of Pedagogical Sciences, professor. From 1993 to 1995, the head of the laboratory was Grigori Pustovit.

From 1995 to 2004, the laboratory was headed by Oleg Topuzov, who is currently the director of the Institute and vice-president of the National Academy of Pedagogical Sciences of Ukraine, academician [10].

In different years, well-known scientists worked in the laboratory (Alevtina Volkova –

organized the city club of geographer teachers at the Teacher's House «Geo», Viktor Korneev – author of textbooks and methodical manuals, Lidiya Kruglik - author of the textbook «Geography» for the 6th grade, Ludmila Tymenko – author of the textbook for the 10th grade, Volodymyr Yatsenko - participant in project technologies, Olga Kravchuk - author of training programs for elective courses).

From 2004 to 2008, and after the defence of her doctoral thesis, from 2018 to the present, the head of the department is the first woman in the history of the development of the department-laboratory, Tetiana Nazarenko (the author of the article). The scientists of this department are developing didactic justification of the content and methods of differentiated teaching of geography in primary school, didactic foundations of teaching geography in secondary schools and methods of teaching geography and economics in specialized schools. During this period, annual scientific and practical conferences with the general theme «School geographic education: problems and prospects» were started. Based on the results of the work, three collections of conference materials were published.

During this period, the process of creating geography textbooks for secondary schools intensified. An important work of scientists was the concept of geographical education in basic schools.

In addition to scientific activities, the department staff participate in the training of highly qualified personnel, in the discussion and recommendations for the defines of completed dissertations, completed both at the Institute of Pedagogy and in other institutions. The department maintains close scientific contacts with many scientists and educational institutions of Ukraine [11].

Since today another educational reform is taking place in Ukraine, which is very difficult to carry out in conditions of military aggression by the Russian Federation on the territory of Ukraine, because we are witnesses to the destruction of educational institutions and the death of scientists, being in a tense atmosphere in shelters due to air raids, explosions and fires, but still in these extremely difficult conditions, we are conducting pedagogical reconnaissance for the future of independent Ukraine.

**An analysis of recent research and publications.** In accordance with the reform of the New Ukrainian School, a profile level of education is being introduced in high school. On July 25, 2024, the State Standard of Profiled Secondary Education was approved; this document provides for the types of profiles in grades 10-11 of general secondary education institutions, namely: natural sciences and mathematics, Ukrainian philology, and a foreign language. [12].

Students will be able to choose any of these areas and engage in in-depth study of profile disciplines. Students will study them by reducing the number of basic subjects, the number of which will be reduced from 15 to 6.

Modern teenagers, born in a society saturated with information and technology, perceive the world differently, so education will have a different form. And our task as scientists and teachers is to contribute to the formation and development of a new generation. Many scientists from the National Academy of Pedagogical Sciences of Ukraine are engaged in research and study of issues of specialization in secondary education. Thoughts about specialization have been heard for a long time, because this is the tenth attempt at specialized education in the territory that modern Ukraine currently occupied [13, p. 8]. To date, all publications are hypothetical, because the high school reform is being piloted from the 2025 academic year and will start in 2027, so we can only talk about it theoretically.

**The purpose of the article.** To clarify the role of the subject «geography» in a senior specialized school, scientists from the Department of Geography and Economics Teaching of the Institute of Pedagogy of the National Academy of Sciences of Ukraine set a task for teachers: is it advisable to introduce the course «Geography in a Global Dimension» in the 11th grade of the NUSH. The results of the study will be covered in the article.

**Presentation of the main research material.** The structure and content of the geography program are based on the principles of continuity and continuity of school geo-graphic education, its

integration on the basis of interdisciplinary connections, humanization, taking into account the age capabilities of students, practical orientation [5]. When studying geography, it is important to emphasize the teacher's activities on the formation of the following key competencies in students: communication in the state (and native, if different) languages; communication in foreign languages; mathematical competence; basic competences in natural sciences and technologies; information and digital competence; the ability to learn throughout life; initiative and entrepreneurship; social and civic competence; awareness and self-expression in the field of culture; environmental literacy and healthy life. Special emphasis in the updated geography curriculum is placed on the implementation of four cross-cutting content lines: «Environmental safety and sustainable development», «Civil responsibility», «Health and safety», «Entrepreneurship and financial literacy».

The study of geography in the conditions of the New Ukrainian School requires a new understanding of the concept of geo-graphic education in a modern school. Geography is the only subject in a secondary school that helps the student learn to comprehensively analyse, model and forecast both natural and socio-political phenomena at three levels of generalization: local, regional and global. It harmoniously combines scientific and meta-subject knowledge, which is the key to the development of the cognitive sphere of the individual, the formation in students of a system of modern integrated knowledge about the planet Earth and its connections with the Cosmos, the place of man and communities in a complex system of natural and social connections, the place of one's own personality in the historical and geographical context. So, the educational subject of geography ensures the formation of a scientific picture of the world at the interdisciplinary level, and is also a condition for the formation of the skills to explore it.

According to the Concept, there is no purely geographical direction in high school, and geography is taught as part of natural sciences, so scientists from the Department of Geography and Economics Teaching of the Institute of Pedagogy of the National Academy of Sciences of Ukraine asked teachers: do you consider it appropriate to introduce the course «Geography in a Global Dimension» in the 11th grade of general education institutions? The survey was conducted using Google Forms online and offline among students of advanced training courses at regional institutes of postgraduate pedagogical education during lectures. 3,526 teachers from all over Ukraine participated in the survey.

Also, scientists of the department initiated the introduction of the course «Geography in a Global Dimension» in the 11th non-professional class of NUSH. In its structure, we offer approximately the following topics: modern challenges and urgent problems of humanity, in particular, space dangers, dangers of the impact of the Earth's internal geological forces, climatic risks associated with global warming, dangers of increasing atmospheric dynamics, atmospheric pollution, depletion of natural resources, loss of biodiversity, spread of infectious diseases, man-made accidents and disasters, military conflicts, international terrorism, nuclear safety, sustainable (balanced) development. At the same time, leave the course «Geography: regions and countries» in the 10th grade, and «Geographic space of the Earth» in the 12th grade. We invite you, dear colleagues, to express your point of view regarding the expediency of introducing such courses into the future school geography education of grades 10-12.

After the survey, the following answers emerged: «I definitely support the proposed concept of three consecutive courses. If there is a course «Regional Geography», then there should be a course «Global Geography». (yes, no).

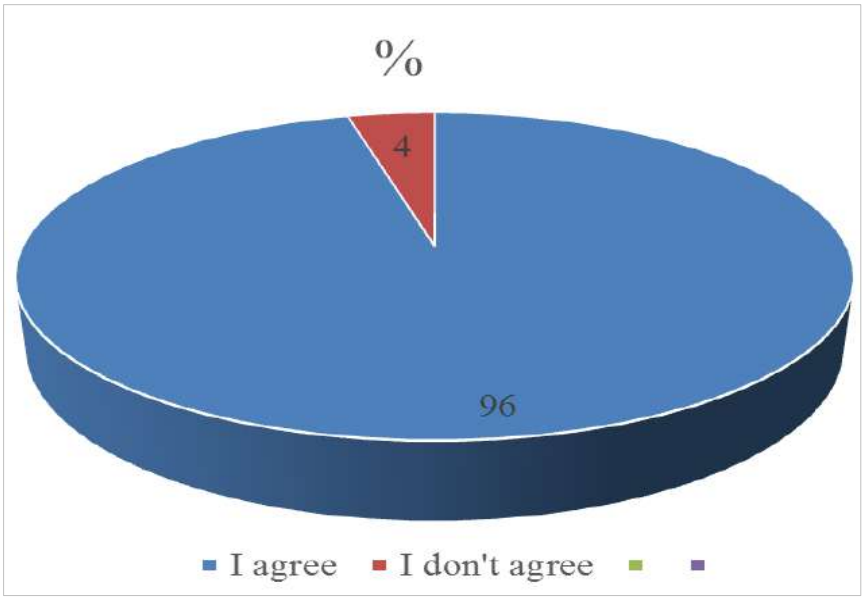



*Figure 1: Survey result: Concept of three consecutive geography courses.*

I support the proposed concept, but I think it is appropriate to study the course «Global Geography» in the 10th grade, and the course «Regional Geography» to study in the 11th grade (yes, no).

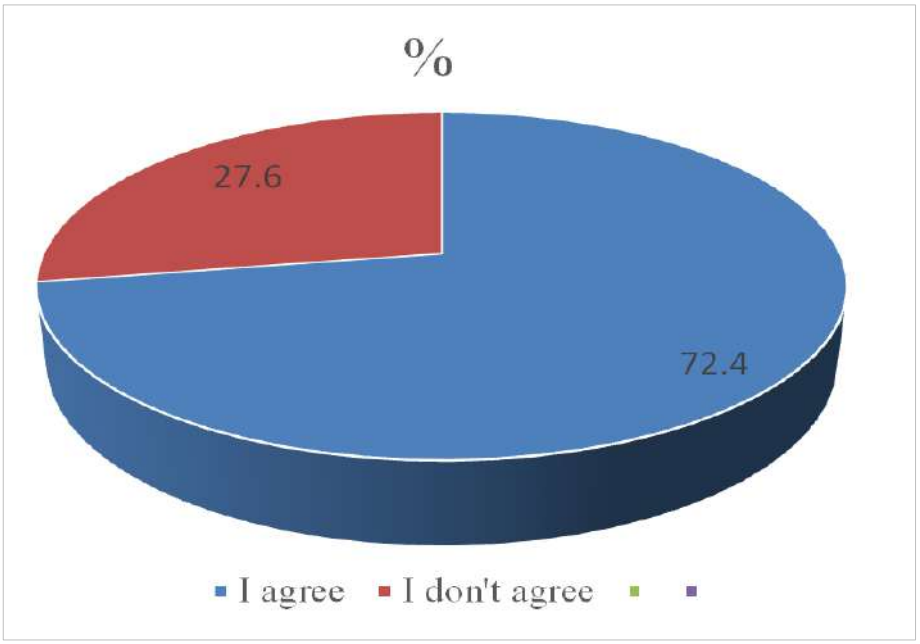



*Figure 2: Survey result: distribution of educational material by grades and geography courses.*

I support the idea of studying geography according to the old model for grades 10 and 11, and in grade 12 studying a different geography course (your option):

The names of the courses that geography teachers offered during the survey:

(1) «Modern Geographical Image of the World»;

(2) «Défense of Ukraine»;

(3) «Political Geography of the World»;

(4) «Geography of World Economic Systems»;
(5) «Global Geography»;
(6) «Economic Geography of the World»;
(7) «Geoglobalistics»;
(8) «Geographical Country Studies»;
(9) «Local Geography» and others.

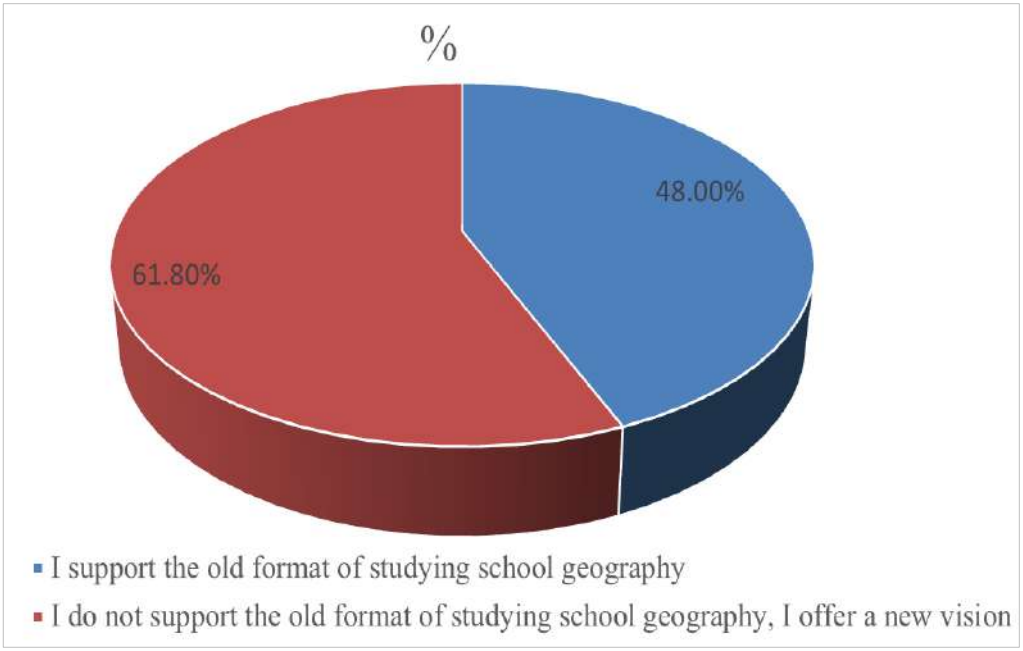



*Figure 3: Geography teacher's option for learning courses by grade*

I agree about the 10th and 12th grade courses, but I suggest replacing the «Global Geography» course with another (your option) (yes, no)

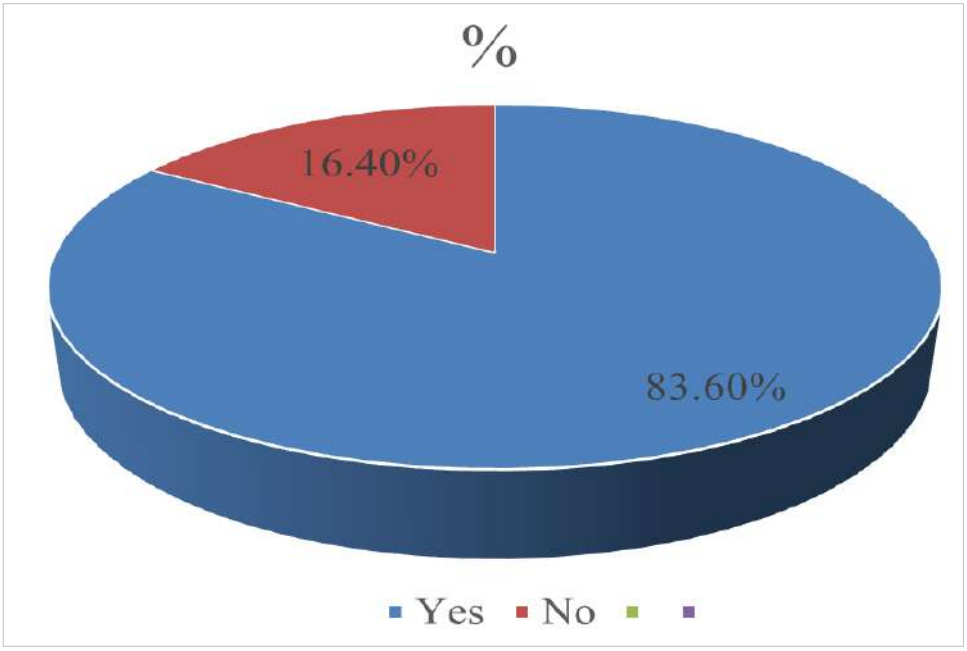



*Figure 4: A geography teacher's vision of replacing one course with another.*

I propose to completely change the approach to the study of geography in the senior school of NUSH (I agree, no, the teachers' option).

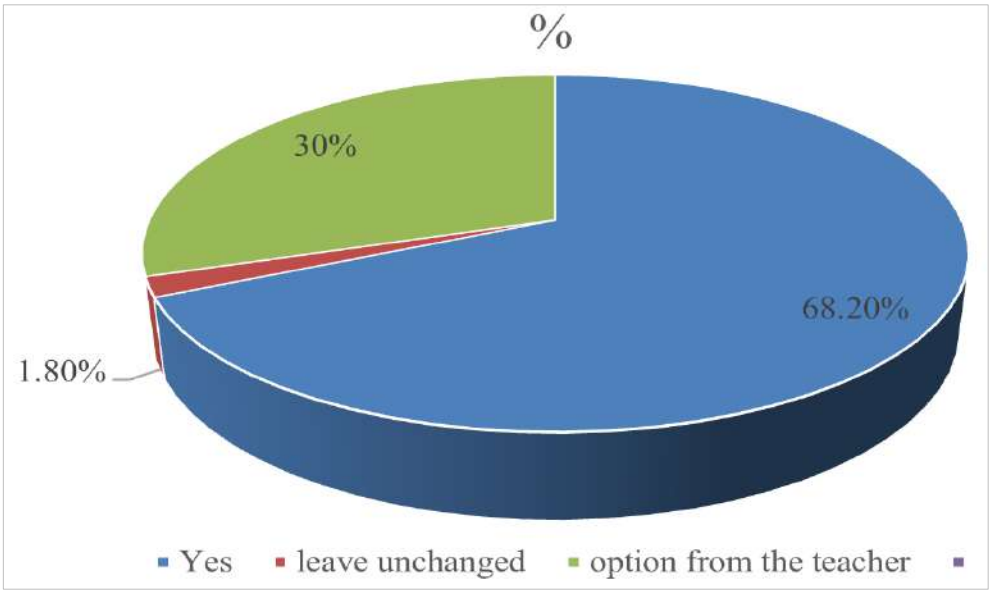



*Figure 5: Teacher's disagreement with the concept proposed by the department's scientists and their suggestions*

**Conclusions and prospects for further research.** After the analysis of the survey, we made the following conclusions: there is active communication between scientists and teachers and concern about the future fate of the subject of geography, because recently school geography education is going through a very difficult period. The prestige of geography is falling. Despite the fact that geography is a compulsory subject in the basic curriculum, the hours for its study are being shortened, and there is also pressure on geography in institutions of high-er education.

The majority of teachers unquestioningly supported the concept of three geography courses in the NUSH high school: regional geography, global geography, geographical space of the Earth. Instead, almost 70% of respondents consider it necessary to change the sequence of studying courses in the 10th and 11th grades, that is, in the 10th grade, study global geography, in the 11th grade, regional geography. We note the following suggestions of the survey participants: in the 12th grade, introduce such courses as «Political Geography» or «Modern Geographic Image of the World». We came across the idea of replacing the name «Geography in a global dimension» with «Geoglobalistics». The proposal to separate the economic geography courses of the world and Ukraine at-tracts attention, despite the fact that it was not related to the topic of the survey.

Thus, we found out the attitude of teachers to the subject of geography, because it is they who implement all the ideas of the Concept into the practice of the educational process. The results of our survey will be reported to the working group working on the creation of the Concept of high school, which consists of academic and vocational lyceums, as well as to the authors who will create typical curricula for high school, since the creation of curricula is a science-intensive process that requires subject knowledge and skills: adherence to the principles of teaching (scientific, logical construction of geographical content, «from simple to complex»), relevance of content, updating of content in accordance with the latest trends in geographical science, types of educational activities, the final result of learning, etc.

Students are at an important stage of their development, where their interests, values and thinking are formed. Effective planning and implementation of the content of geography teaching allows us to take into account these individual characteristics of students, stimulate their interest in

studying the subject of geography and develop students' abilities. In addition, deductive teaching methods are gradually being replaced by interactive approaches that promote active participation of students in the learning process. Accordingly, there is a need to make the modern content of geographical education more flexible and adaptive to these changes.

The basic principle of education is the principle of life expediency and applied functionality. For successful everyday activities today, there is not enough knowledge and skills, it is necessary to focus efforts on specific tasks, to identify a problem, to conduct an independent or joint search for ways to solve it, to take responsibility for the results of actions and deeds. This will be the result of our further research, in which its applied character will be manifested.

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