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Esra Benli Özdemir,¹ Turhan Çetin^{1*}

¹Gazi University, Ankara, Turkye

EXAMINING THE EFFECTS OF WEB 2.0-SUPPORTED APPLICATIONS ON 8TH GRADE MIDDLE SCHOOL STUDENTS' PERCEPTION AND OPINIONS ON GLOBAL WARMING: AN EXAMPLE OF CLIMATE AND AIR MOVEMENTS SUBJECT

Abstract

This research aims to determine the levels of perception and opinions of 8th-grade middle school students on global warming and to investigate the impact of web 2.0-supported applications on students' perceptions and opinions of global warming. The research is a quantitative study and a quasi-experimental method was used. The study group consisted of a total of 46 students (nExperiment = 22 and nControl = 24) studying in the eighth grade at a middle school in the central district of Ankara in the fall semester of the 2023-2024 academic year. The study group students were selected using the convenience sampling method. One experimental and one control group were used in the study. The data of the study were obtained with the global warming perception and opinion determination scale before and after the implementation.

The data obtained were analyzed with the statistical package program SPSS. In the application, the lessons were taught with web 2.0 applications in the experimental group and with the activities recommended in the textbooks in the control group in line with the acquisitions specified in the Science curriculum within the framework of the subject of climate and air movements. As a result of the analysis of the data, it was noteworthy that students' perception and opinion levels of global warming were at a low level before the application. After the application, it was seen that the perception and opinion levels of the experimental group students about global warming before the application were high, while the control group students reached a medium level. It was concluded that Web 2.0 applications positively affected the level of global warming perceptions and opinions of the experimental group students.

Keywords: Global climate change, web 2.0, middle school students, global climate change, web 2.0, high school students, quasi-experimental method, 3-point Likert scale

Есра Бенли Өздемир¹, Тұрхан Четин^{1*}

¹Гази университеті, Анкара қ., Түркия

WEB 2.0 ҚОЛДАЙТЫН ҚОСЫМШАЛАРДЫҢ 8-СЫНЫП ОҚУШЫЛАРЫНЫҢ ҒАЛАМДЫҚ ЖЫЛЫНУ ТУРАЛЫ ТҮСІНІКТЕРІ МЕН ПІКІРЛЕРІНЕ ӘСЕРІН ЗЕРТТЕУ: КЛИМАТ ПЕН АУА ҚОЗҒАЛЫСЫ ТАҚЫРЫБЫ МЫСАЛЫНДА

Аңдатпа

Бұл зерттеу 8-сынып оқушыларының жаһандық жылыну туралы қабылдауы мен пікірінің деңгейін анықтауға және web 2.0 қолдайтын қолданбалардың оқушылардың жаһандық жылыну туралы түсініктері мен пікірлеріне әсерін зерттеуге бағытталған. Зерттеу сандық зерттеу болып табылады және квази-эксперименттік әдіс қолданылды. Оқу тобына 2023-2024 оқу жылының күзгі семестрінде Анкараның орталық ауданындағы орта мектептің сегізінші сыныбында оқитын барлығы 46 оқушы (nExperiment = 22 және nс control = 24) кірді. Оқу тобының студенттері ыңғайлы іріктеу әдісімен таңдалды. Зерттеуде бір эксперименттік және бір бақылау тобы қолданылды. Зерттеу деректері жаһандық жылынды қабылдау және пікірді анықтау шкаласы бойынша іске асырылғанға дейін және одан кейін алынды.

Алынған мәліметтер SPSS статистикалық пакеттік бағдарламасымен талданды. Қосымшада сабақтар эксперименттік топтағы web 2.0 қосымшаларымен және климат және ауа қозғалысы пәні шеңберінде Ғылыми оқу жоспарында көрсетілген сатып алуларға сәйкес бақылау тобындағы оқулықтарда ұсынылған іс-шаралармен оқытылды. Деректерді талдау нәтижесінде студенттердің жаһандық жылынды қабылдауы мен пікірінің деңгейі өтініш бергенге дейін төмен деңгейде болғаны назар аудартады. Қолданудан кейін эксперименттік топ студенттерінің жаһандық жылыну туралы қабылдау және пікір деңгейлері қолданбаға дейін жоғары болғаны, ал бақылау тобының студенттері орташа деңгейге жеткені байқалды. Web 2.0 қосымшалары жаһандық жылынды қабылдау деңгейіне және эксперименттік топ студенттерінің пікірлеріне оң әсер етті деген қорытындыға келді.

Түйін сөздер: Жаһандық климаттың өзгеруі, web 2.0, орта мектеп оқушылары, квази-эксперименттік әдіс, 3 баллдық Лайкерт шкаласы.

Есра Бенли Өздемир¹, Тұрхан Четин^{1*}

¹Университет Гази, г.Анкара, Түркия

ИЗУЧЕНИЕ ВЛИЯНИЯ ПРИЛОЖЕНИЙ, ПОДДЕРЖИВАЕМЫХ WEB 2.0, НА ВОСПРИЯТИЕ И МНЕНИЯ УЧАЩИХСЯ 8-Х КЛАССОВ СРЕДНЕЙ ШКОЛЫ О ГЛОБАЛЬНОМ ПОТЕПЛЕНИИ: ПРИМЕР ТЕМЫ «КЛИМАТ И ДВИЖЕНИЕ ВОЗДУХА»

Аннотация

Цель данного исследования - определить уровень восприятия и мнения учащихся 8-х классов средней школы о глобальном потеплении, а также изучить влияние приложений, поддерживаемых Web 2.0, на восприятие и мнения учащихся о глобальном потеплении. Исследование является количественным, и в нем использовался квазиэкспериментальный метод. Исследовательская группа состояла в общей сложности из 46 учащихся (nExperiment = 22 и NControl = 24), которые учились в восьмом классе средней школы в центрального района Анкары в осеннем семестре 2023-2024 учебного года. Студенты исследовательской группы были отобраны с использованием метода удобной выборки. В исследовании использовались одна экспериментальная и одна контрольная группы. Данные исследования были получены с помощью шкалы оценки восприятия глобального потепления и общественного мнения до и после внедрения.

Полученные данные были проанализированы с помощью статистического пакета SPSS. В приложении уроки проводились с использованием приложений web 2.0 в экспериментальной группе и с использованием мероприятий, рекомендованных в учебниках, в контрольной группе в соответствии с приобретениями, указанными в учебной программе по естественным наукам в рамках предмета "Климат и движение воздуха". В результате анализа полученных данных было отмечено, что уровень восприятия студентами глобального потепления и их мнения о нем были на низком уровне до подачи заявления. После подачи заявки было замечено, что уровень восприятия и мнения студентов экспериментальной группы о глобальном потеплении до подачи заявки был высоким, в то время как студенты контрольной группы достигли среднего уровня. Был сделан вывод о том, что приложения Web 2.0 положительно повлияли на уровень восприятия глобального потепления учащимися экспериментальной группы.

Ключевые слова: Глобальное изменение климата, web 2.0, учащиеся средней школы, квазиэкспериментальный метод, 3-балльная шкала Лайкерта

Basic provisions. Global climate change is one of the most important environmental problems experienced in recent years. The consequences of global climate change cause serious problems for living things and the environment they live in. In this context, ensuring that individuals are informed about global climate change from an early age and raising awareness is the most important step to slow down or stop the preventable causes of global climate change and to protect against its negative effects. For this reason, informing individuals about "global climate change" and increasing the level of awareness of global climate change is one of the measures that can be taken.

An individual who has gained the ability to understand climate and climate changes, who can comprehend the relationship between climate and the environment, and who has critical skills and knowledge that will affect his/her understanding of scientific knowledge or the decisions he/she will take has the ability of climate literacy [1]. In this context, the development of climate literate individuals will ensure that the deterioration in the climatic balance can be prevented and its possible negative consequences can be minimized [2]. In a world, that is in search of solutions to the negative consequences of global climate change, it is important to carry out studies to improve the knowledge and awareness of individuals about global climate change. Training programs for the development of climate literacy and climate awareness in individuals should be organized on an experience-based basis. In this context, it is thought that the study will contribute to the literature in terms of its actuality and need. Climate is an interdisciplinary concept.

Introduction. Global climate change is among the most important environmental problems the world has experienced in recent years. Global climate change has serious consequences for living beings and the environment in which they live. For this reason, informing individuals about "global climate change" and increasing their awareness of global climate change is one of the primary measures that can be taken. In this context, raising awareness among individuals, especially from an early age, is the most important step to protect against the negative impacts of global climate change and to stop its preventable causes.

Table 1 shows the learning outcomes related to global climate change in the Science and Social Studies Curricula [3].

Global Climate Change in the Science Curriculum	Global Climate Change in the Social Studies Curriculum
<p>S.8.1. Seasons and Climate / Earth and Universe This unit is aimed at students to comprehend the effect of the Earth's movements, position, and the light falling on the unit surface in the formation of seasons; to learn about the formation of climates and weather events; to know climate science; to gain knowledge and skills about global climate changes and their effects.</p> <p>S.8.1.2. Climate and Air Movements Recommended Duration 6 class hours Subject / Concepts: Climate, climate science, climate scientist, global climate change</p> <p>S.8.1.2.1. Explains the difference between climate and weather events.</p> <p>S.8.1.2.2. Climate science (climatology) is a branch of science and experts working in this field are called climatologists.</p>	<p>SS.7.7.4. Develop ideas for solving global problems with his/her friends. Global climate change, natural disasters, hunger, terrorism, and migration will be discussed.</p>

Table 1. Global Climate Change in the Science and Social Studies Curriculum

When Table 1 is examined, it is seen that the 2018 Science and Social Studies Curricula include learning outcomes related to the problem of global climate change.

This study aims to determine the level of global warming perceptions and opinions of secondary school eighth-grade students and to investigate the effect of web 2.0-supported applications on students' global warming perceptions and opinions. In this context, the problem statement of the research was determined as "Do web 2.0 supported applications affect the global warming perceptions and views of secondary school eighth-grade students?". Based on the problem statement of the research, answers to the following sub-problems were sought in the research:

1. Is there a significant difference between the pretest and posttest scores of the experimental group students' global warming perception and opinion levels?
2. Is there a significant difference between the pretest and posttest scores of the control group students' global warming perception and opinion levels?
3. Is there a significant difference between the pretest scores of global warming perception and opinion levels of experimental and control group students?
4. Is there a significant difference between the posttest scores of the experimental and control group students' global warming perception and opinion levels?

Materials and methods. In the study, quasi-experimental research and experimental design with a pre-test-post-test control group were used [4]. In this study, the independent variable whose effect on the experimental group was examined was Web 2.0 applications. In the control group, the practices recommended in the Science curriculum were used. The dependent variable in the groups was the global climate change awareness level. In the study, the global climate change awareness levels of the students participating in the study were monitored before and after the learning process based on climate and air movements. The main feature of experimental research is that independent variables can be controlled [5].

The experimental design model used in the study is shown in Table 2.

Groups	Pre-test	Method	Post-test
D	ÖT	X1	ST
K	ÖT	X2	ST

Table 2. Experimental design model of the study with pre-test-post-test control group

D1: Experimental group 8th grade

K1: Control group 8th grade

ÖT: 8th grade pre-test measurements

X1: Learning method whose effect was observed on the experimental group

X2: Learning method whose effect was observed on the control group

ST: Refers to 8th grade post-test measurements

When Table 2 is examined, the independent variable that affects the participants' learning outcomes (global climate change awareness levels) is the practices in the learning process based on climate and air movements.

Study Group. In this study, the study group was selected according to the convenience sampling method using the non-probability-based sampling method. In this method, participants are selected among individuals who are easily accessible by the researcher, volunteer, and suitable for the research [6]. The study group consisted of a total of 46 students (nExperiment = 22 and nControl = 24) studying in the eighth grade at a middle school in the central district of Ankara in the fall semester of the 2023-2024 academic year.

Application Process. Before the application, “Global Warming Perception and Opinion Determination” was applied as a pre-test to measure the global warming perception and opinion levels of the students in the study group. Then, based on the subject of climate and weather events, the application was completed by the researcher in a total of 6 lesson hours in the experimental and control groups. With the experimental group of students, web 2.0 applications (Poster Preparation with Thinglink Web 2.0 Tool, Picture Animation with Quiver, Global Warming Game Prepared with Wordwall, question solution using Kahoot and Plikers applications) subjects and concepts are covered.

Data Collection Tools The data in this study were collected using the "Global Warming Perception and Opinion Determination" scale.

"Global Warming Perception and Opinion Determination" Scale. In the study, data were collected using a 3-point Likert-type scale consisting of 17 items developed by Mahanoğlu [7] to determine the global warming perceptions and opinions of 8th-grade middle school students. The data were collected by the researchers. The 17 items including students' perceptions and opinions on global warming were numbered from 1 point to 3 points from the lowest to the highest. The applied "Global Warming Perception and Opinion Determination " scale was evaluated with a total of 51 points. A reliability study was conducted for the scale. The scale was applied to 185 students different from the study group. According to the analysis obtained, the coefficients of internal consistency and sub-factors were determined. The reliability coefficient was found to be $\alpha = .80$. Since this value is above $\alpha = .70$, the measurement tool has sufficient reliability to collect data [4].

Results and Discussion. The data of the "Global Warming Perception and Opinion Determination" scale, which was used to measure students' global warming perception and opinion levels before and after the application, were analyzed with the SPSS statistical package program. Appropriate statistical methods were determined for each subproblem. Then, dependent samples t-tests were conducted for within-group comparisons, and independent samples t-tests were performed for between-group (experimental-control) comparisons.

Findings and Interpretations

1. Findings and Interpretations Regarding Experimental Group Students' Global Warming Perception and Opinion Levels Pre-test and Post-test Scores

Is there a significant difference between the pre-test and post-test scores of the experimental group students' global warming perception and opinion levels? t-test analysis results for dependent samples related to the sub-problem are given in Table 3

	n	\bar{X}	SD	df	t	p
Pre-test	22	30.86	6.46	21	-13.42	.00
Post-test	22	50.00	3.54			

Table 3. Dependent samples t-test results of the mean pre-test-post-test scores of the experimental group students' global warming perception and opinion levels

When Table 3 is examined, it is seen that there is a significant difference between the pre-test and post-test mean scores of the experimental group students' global warming perception and opinion levels ($t_{21} = -13.42$, $p = 0.00 < 0.05$). The post-test mean score ($= 50.00$) of the experimental group students was higher than the pre-test mean score ($= 30.86$). It was observed that Web 2.0 applications made a positive contribution to students' global warming perception and opinion levels.

2. Findings and Interpretations Regarding Control Group Students' Global Warming Perception and Opinion Levels Pre-test and Post-test Score

Is there a significant difference between the pre-test and post-test scores of the control group students' global warming perception and opinion levels? t-test analysis results for dependent samples related to the sub-problem are given in Table 4.

	n	\bar{X}	SD	df	t	p
Pre-test	24	29.25	5.55	23	-2.39	.02
Post-test	24	31.46	3.97			

Table 4. Dependent samples t-test results of the mean pre-test-post-test scores of the control group students' global warming perception and opinion levels

When Table 4 is examined, it is seen that there is a significant difference between the pre-test and post-test mean scores of the control group students' global warming perception and opinion levels ($t_{24} = -2.39$, $p = 0.02 < 0.05$). The mean post-application score (= 31.46) of the students who had a learning process with the practices recommended in the MEB program was close to their pre-application scores (= 29.25). Although there was a partial improvement in students' global warming perception and opinion levels, they did not show a significant improvement.

3. Findings and Interpretations Regarding the Global Warming Perception and Opinion Levels of Experimental and Control Group Students' Pre-test Scores

Is there a significant difference between the pre-test scores of the experimental and control group students' global warming perception and opinion levels? t-test analysis results for independent samples related to the sub-problem are given in Table 5.

Group	n	\bar{X}	SD	df	t	p
Experiment	22	30.86	6.46	44	.91	.36
Control	24	29.25	5.55			

Table 5. Independent samples t-test results of pre-test mean scores of experimental and control group students' global warming perception and opinion levels

When Table 5 is examined, there is no significant difference between the mean scores of the global warming perception and opinion levels of the students participating in the study before the application ($t_{44} = .91$, $p = 0.36 > 0.05$).

Findings and Interpretations Regarding the Global Warming Perception and Opinion Levels of Experimental and Control Group Students' Post-test Scores

Is there a significant difference between the post-test scores of the experimental and control group students' global warming perception and opinion levels? t-test analysis results for independent samples related to the sub-problem are given in Table 6.

Group	n	\bar{X}	SD	df	t	p
Experiment	22	50.00	3.54	44	16.62	.00
Control	24	31.46	3.97			

Table 6. Independent samples t-test results of the post-test mean scores of the experimental and control group students' global warming perception and opinion levels

When Table 6 is examined, it is seen that there is a significant difference between the mean post-test scores of the experimental and control group students' global warming perception and opinion levels ($t_{44} = 16.62$, $p = 0.00 < 0.05$). The post-test mean score of the students who worked with Web 2.0 applications (= 50.00) was higher than the post-test mean score of the students who worked with the applications recommended by MEB (= 31.46).

Conclusion. In this study, the global warming perceptions and opinions of eighth-grade middle school students were determined and the effect of web 2.0-supported applications on students' global warming perceptions and opinions was investigated.

It was noteworthy that middle school eighth-grade students had low levels of perception and opinion on global warming before the application. After the application, it was observed that the perception and opinion levels of the eighth-grade experimental group students in the lessons conducted with Web 2.0 applications reached a high level. It was determined that Web 2.0 applications positively affected students' global warming perception and opinion levels. After the application, it was observed that the global warming perception and opinion levels of the control group students in the lessons carried out with the practices and activities recommended in the textbooks in line with the gains in the MEB curriculum reached the middle level. The global warming perception and opinion levels of the control group students were lower than those of the experimental group students. When the literature is examined, [8] Göker and İnce (2019) and Çenesiz and Özdemir [9] concluded that teaching with Web 2.0 tools increased students' academic achievement. In this context, the research results align with the positive contributions of using Web 2.0 tools in education, as observed in our study. Considering the results of the study, more methods, techniques, practices, and activities should be included to increase students' perception and opinion levels of global warming.

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А.К. Куспанова, *¹ Б.Ш. Абдимананов, ¹ А.У. Абулгазиев ¹

¹Абай атындағы Қазақ ұлттық педагогикалық университеті
Алматы қ., Қазақстан

ҚАЗАҚСТАНДЫҚ ЖӘНЕ ТҮРКИЯ МЕКТЕП ГЕОГРАФИЯСЫ ОҚУЛЫҚТАРЫ МАЗМҰНЫНДАҒЫ КРЕАТИВТІ ОЙЛАУДЫ ҚАЛЫПТАСТЫРУДЫҢ САЛЫСТЫРМАЛЫ ТАЛДАУЫ

Аңдатпа

Креативті ойлау - жаһандық білім беру жүйесінде білім алушыларда қалыптасуы тиіс басты қабілеттер мен күзиреттіліктердің бірі. Креативті тұлға – жан-жақты ойлау қабілеті қалыптасқан, кез-келген мәселенің шешімі мен әдісін және жолын табушы, стандартты емес ойлаушы, үрдістер мен факторларды игеруші. Сондықтан, креативті ойлау мен шығармашылыққа жаһандық назар аударылуда және шығармашылық оқыту соңғы жылдардағы білім саласындағы көптеген зерттеушілер мен ғалымдарды алаңдататын мәселеге айналып отыр.

Бұл зерттеуде қазақстандық және түркиялық мектептерде қолданатын 9-шы сыныпқа арналған география пәні мазмұнындағы креативті ойлау мен шығармашылыққа бағытталған тапсырмалардың ерекшелігі мен деңгейлеріне салыстырмалы талдау жасау көзделген. Мақалада білім алушылардың креативті ойлауын қалыптастырудағы оқыту тәсілдері мен жолдарын зерттеген отандық және шетелдік ғалымдардың ойлары мен тұжырымдары келтірілді. Отандық және шетелдік оқулықтардың мазмұны мен мәтініне, сұрақтары мен тапсырмаларына салыстырмалы талдау жасалды. Сонымен қатар, креативті ойлауды қалыптастырудағы ерекшеліктер мен проблемалар аталып көрсетілді. Қорытынды бөлімде нәтижелер, тұжырымдар мен ұсыныстар берілді. Бұл ғылыми мақаланың мақсаты оқушылардың шығармашылық ойлауын қалыптастыру ерекшеліктері бойынша мектеп оқулықтарының мазмұны мен мәтінін, берілетін сұрақтары мен тапсырмаларға салыстырмалы талдау жасау, тұжырымдау, ұсыныстар беру.

Түйін сөздер: білім беру, мектеп географиясы, креативті ойлау, оқыту әдістемесі, функционалдық сауаттылық, стандартты емес ойлау.

Куспанова А.К. *¹, Абдимананов Б.Ш.¹, Абулгазиев А.У.¹

¹ *Казахский национальный педагогический университет имени Абая
г. Алматы, Казахстан*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФОРМИРОВАНИЯ КРЕАТИВНОГО МЫШЛЕНИЯ В СОДЕРЖАНИИ ШКОЛЬНЫХ УЧЕБНИКОВ ГЕОГРАФИИ В КАЗАХСТАНЕ И ТУРЦИИ

Аннотация

Креативное мышление – одно из главных способностей и компетенций, которые должны быть сформированы у обучающихся в глобальной системе образования. Личность сформировавшаяся с креативным мышлением способна к разностороннему мышлению, поиску решений задач, методов и путей разрешения проблемы, с нестандартным мышлением, использует разнообразные взгляды и подходы к достижению цели. Поэтому глобальное внимание к креативному мышлению и творчеству обучающихся стали в последние годы актуальной для исследователей и ученых в области образования.

В данном исследовании предусмотрен сравнительный анализ содержания, специфики и уровня заданий учебников географии используемых в 9 классах казахстанских и турецких школ, направленных на развитие креативного мышления и творчества. В статье представлены взгляды и выводы зарубежных и отечественных ученых изучавших подходы и пути обучения формирования креативного мышления обучающихся. Проведен