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Comparative Analysis of Kyrgyzstan and Türkiye's Secondary Geography Curriculums

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Abstract

The study was made as a qualitative document analysis. The geography curriculums implemented in secondary education in Türkiye since 2018 and in Kyrgyzstan since 2020 were compared by applying document analysis and content analysis. The curriculums were subjected to a comparative analysis in terms of achievements, content, learning and teaching approaches and assessment-evaluation features. Due to the difference in the educational levels of both countries, there are some difficulties in comparing only at the high school level. According to the findings, it was observed that the subjects included in the curriculum were more limited in Kyrgyzstan. In this context, it was more appropriate to make comparisons on the basis of human systems, global environment: regions and countries, and environment and society units in the Turkish geography curriculum. It is noteworthy that the geography curriculum in Kyrgyzstan has an approach that addresses geographical, geocological, social-humanitarian aspects in teaching the outcomes. When evaluated in this respect, it can be said that there is a great overlap in terms of the geographical perspective intended to be gained by students. It is noteworthy that the similarities in the updated constructivist teaching philosophy are also intense in terms of objectives and some guidance, educational situations and assessment-evaluation. In the Kyrgyzstan geography curriculum, there are a lot of details about educational situations and assessment-evaluation. The most important difficulty experienced in the comparison was the difference in the educational levels at which geography courses were taught in the two countries.

Key Words

Kyrgyzstan • Türkiye • Geography course curriculum • Content • Educational situations • Assessment-evaluation

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Introduction

The realization of behaviour change in individuals in the desired direction is through education. Therefore, education and training activities have an inevitable importance for all countries. In this direction, the philosophy of education has a special importance when determining educational goals. The perspectives of states or countries on education and their expectations from education are not always the same in every country. In this context, the importance of each country's view of education or educational philosophy in shaping education and educational institutions can be understood. Among the purposes of education, the state not only prepares young people for the future, but also contributes to their ability to change their inner world, views and human qualities and to take on a role in the construction of society. Education is one of the cultural factors in the development of human personality. Modern societies cannot leave it to chance to bring new generations into membership of society. What is important for society is to establish its own education systems to meet this need. According to [Yavuz; \(2018\)](#) the process of societies transferring their cultural values to new generations is called enculturation. One of the ways of enculturation is education. For this reason, societies that want to develop need to give importance to education.

Education is a noble action that guides humanity and represents a dynamic system. For this reason, it is expected that educational processes that catch the development and change of our age will facilitate and enrich people's lives. The fulfilment of these expectations depends on the effectiveness of the social, individual, economic, political, philosophical and hidden functions of education on individuals and societies in a healthy way ([Doğan, 2015](#)). The aim of education is to ensure that the individual is useful to himself and the society. However, while schools endeavour to achieve this goal in the classical education system, it is obvious that the intellectual development of the student is often difficult. Because the human being is not only an intellectual but also an emotional and social being ([Yılmaz & Temirbekova, 2019](#)). The aim of education should be not only to develop the independent thinking of young people in educational institutions, but also to prepare them to govern the state in the future. After all, in order for the state to be strong and powerful, each of its citizens must be educated and cultured ([Jumaşova & Abdurasulova, 2019](#)).

The realization of the planned (intentional) part of education and training is based on the curriculum, and teaching in a narrower sense is based on the curriculum. Educational programs are of great importance for individuals who can adapt to the changes and developing technology in today's world; in order to train qualified manpower, curricula must be up-to-date, dynamic and in line with the spirit of the age. This can only be achieved through a curriculum development approach that takes into account the conditions of the day and prioritises a perspective that closely follows the changes and innovations in the world. One of the main objectives of every state or country is to ensure that the individuals who make up the society are qualified to provide useful services to the state and the nation. In this context, the aim of educational institutions is to bring about desired changes in knowledge, skills and attitudes in individuals, taking into account the political, socio-economic conditions and educational philosophy of the country.

Curriculum; Is a guide that shows the subjects to be taught in different classes and courses at certain education levels, their objectives, the number of hours per class and the teaching methods ([Büyükkaragöz, 1997](#)). According

to the evaluations of educators, the most important feature that a curriculum should have is its functionality. In other words, aspects such as the content of the program meeting the expectations of society and revealing the talents of individuals are important (Engin et al. 2003). Curricula serve as a mirror reflecting the ideologies of states and their approaches to various situations (Osmanoğlu & Yıldırım, 2013). The facts in the curriculum and textbook of a course can actually be thought of as the projection of what states want their citizens to know about this phenomenon (Sezer & Şanlı, 2017). Curricula are the main determinant of the type of human to be raised. For this purpose, if it is aimed that the person to be raised will have which qualities, courses with content aimed at gaining those qualities are included in the curriculums (Cin et al. 2011). Teaching geography science in school and laboratory environments is not random, but planned and according to the curriculum. Curriculum (syllabus, courses of study) is a guide to the gradual timing of subjects to be taught in any field or science (Tanrikulu & Gümüşçü, 2021). According to Karataş & Çalışkan (2023), technological and social changes necessitate changes in curriculums as well.

In addition to the power of knowledge that transcends borders, developments in science and technology and changes in the lives of societies are directly reflected in the education and training activities carried out (Özbay & Melanlıoğlu, 2012). There are four basic elements in the creation of curricula. Apart from these elements, recommendations etc. constitute the details. In order to determine these elements, it is necessary to find the answers to the questions "why do we teach, what will we teach, how can we teach and how much have we taught?". In other words, the basic elements of the curriculum are learning outcomes, content, learning-teaching approaches and assessment-evaluation. In the curriculums, the concept expressed as outcomes covers the distant and near goals to be gained by the students at the end of the education and training they receive. Content, on the other hand, refers to the subjects corresponding to the outcomes determined in the curriculum. According to Batdı (2014), the content of the curriculum is similar to a ladder step in achieving the objectives. However, the feature of this ladder can make it easier or more difficult to reach the goal.

The learning-teaching approach, which is another element, can be defined as the organisation of the learning environment with strategies, methods, techniques and materials used to achieve the determined goals. What is meant by assessment and evaluation is to determine how much of the desired behavioural changes are gained and the quality of the education after the achievements are given. According to Geçit and Yazar (2010), one of the most basic elements of all curricula is assessment-evaluation and it is the most important step to determine the level of achievement of the designed objectives. Akinoğlu (2004) emphasises that there has been a radical and rapid paradigm change in today's educational understanding, and therefore the renewed geography curriculum is led by models such as Vygostky's social constructivism theory, critical thinking, research, etc. learning and learning approaches, creative thinking, project-based learning. Of course, the contribution of teachers to the success of the curriculum cannot be ignored, but the main determinant is the curriculum. In this regard, Gülderen Alacapınar (2019) states that a qualified teacher is adopted and valued by the society and that teaching is considered a very important profession in Turkish culture. Ari (2022) defines geography as the science of knowing and understanding the earth. Therefore, he states that it started with the history of mankind, and that it has reached its present context as a result of human beings trying to explain and make sense of their environment and what is happening, while trying

to adapt to all these developments and changes in their environment. According to Bilgili & Kocalar (2020), geography is a social discipline that considers human and space intertwined; looks at all events, phenomena and activities from a spatial perspective; and tries to comprehend, interpret and explain what the results of human-space interaction are. According to Özgen (2010), although the concept of geography is perceived as "the description of space" in the human mind in the first place, it is actually a set of "vital facts" that constitute "the whole of functional values for human-space interaction" in a certain period of time. Purtaş (2013), referring to the importance of geography from a different perspective, states that it is one of the basic elements that are effective in the formation of identities and cultures as well as nationality, language, religion, traditions and customs of people.

Rationale and Purpose of the Study

Comparison of curricula with the curricula implemented in different countries is a very important issue in contributing to the formation of new perspectives and to notice the missing or negative aspects by looking from different angles. The aim of the study is a comparative analysis of the renewed geography curricula in Türkiye in 2018 and in Kyrgyzstan in 2020 in terms of aims(outcomes), content, learning-teaching approaches and assessment-evaluation elements with similar and different aspects. In addition, although they are not the basic elements of the programmes, some recommendations and guidance included in the programmes have also been tried to be included. Within the framework of this general purpose, the similarities and differences of the curricula in terms of objectives, content, learning-teaching, assessment-evaluation approach and some recommendations and guidance in the curricula were examined and compared. According to Boobekova (2001); in the field of education, countries have to look at what kind of approaches the education systems of other countries take and what kind of solutions they produce in overcoming the difficulties experienced in the education system, increasing achievements and solving various problems, and this is very important for the education system of the country concerned.

Method

Research Model

This qualitative research is based on the survey model to determine and compare the learning outcomes, content, educational situations and assessment-evaluation approaches of the secondary geography curricula of two countries. Document analysis technique was used in data collection and content analysis technique was used in data evaluation. According to Yıldırım and Şimşek (2016), qualitative research is a process that aims to reveal perceptions and events in a realistic and holistic way by using data collection techniques such as document analysis and observation. Karasar (2016) states that the survey model is a type of research that aims to determine a situation existing in the past and present as it is. In this direction, Türkiye and Kyrgyzstan geography curricula were examined and a comparative analysis was tried to be made.

Data Collection and Analysis

In qualitative research, there are three common data collection techniques such as observation, interview and analysing written sources (documents). Analysing written documents can be used both on its own and to support the data obtained through interviews and observations (Yıldırım & Şimşek, 2016). The documents selected for comparison are the 2018 geography course curriculum (GCC) prepared by the Ministry of National Education

(MNE) in Türkiye and the 2020 GCC (*Geography subject standard for grades 10-11 of general education institutions of the Kyrgyz Republic*) prepared by the Ministry of Education and Science in Kyrgyzstan. In addition, due to the difference in the classification of education levels in both countries, there was a need to examine, albeit superficially, the geography programmes for secondary schools in Türkiye and general education schools in Kyrgyzstan.

Content analysis technique was used to analyse the documents. According to [Yıldırım and Şimşek \(2016\)](#), content analysis is the process of bringing together similar data within the scope of certain concepts and themes, organising and interpreting them in a way that the reader can understand. In line with this definition, after examining the geography curricula of both countries in accordance with the content analysis, the data obtained were compared in terms of curriculum elements, as well as recommendations and guidance, if any.

Findings and Comments

Geography Curricula in Two Countries

In Türkiye and Kyrgyzstan, which were selected for the comparison of the curriculums, there are differences in the duration of education and the naming of the education levels. Therefore, this difference poses some difficulties in the one-to-one comparison of the secondary geography curricula of the two countries. In Türkiye, compulsory education is 12 years, and education levels are categorised as pre-school, primary and secondary education. In Kyrgyzstan, compulsory education is 9 years. This period is categorised as pre-school and general (primary, basic and secondary) education. For this reason, it is noteworthy that most of the geography courses at the secondary education level in Kyrgyzstan take place in grades 6-9, which is called general basic education level (Table 3). In high schools, which are defined as secondary education, geography courses are taught in grades 10 and 11 (Table 2). A student who completes general basic education (9th grade) takes the graduation exam. The 10th and 11th grades are the part to be studied in order to continue university. Another issue to be mentioned here is the existence of geography curricula in Kyrgyzstan written in both Russian and Kyrgyz. As a result, geography teaching in Kyrgyzstan differs from that in Türkiye in some aspects. In Türkiye, the subjects related to geography are included in some of the units in both *Social Studies* and *Science* courses in the second level of primary education or in other words in secondary schools.

In 2005, a radical paradigm shift was experienced in Türkiye in terms of curriculum development. Although there have been curriculum renewals and revisions at certain intervals in the past, the change in 2005 was based on a different philosophical basis. The 2018 GCC, which is in use, is shaped according to the same perspective. These curricula are based on the constructivist approach, designed as student-centred and clearly differentiate from the previous curriculums. In the 2018 GCC, the name of the courses on the basis of classes is *geography*, and since it is organised according to the spiral approach, the content offered continues to change at the class level without changing the unit names (Table 1).

Table 1

Distribution and duration of GCC in Türkiye according to grades

<i>Class level</i>	<i>Course name</i>	<i>Total time (hours)</i>	<i>Weekly duration (hours)</i>
9th grade	Geography	72	2
10th grade	Geography	72	2
11th grade	Geography	72	2
<i>11th grade*</i>	<i>Geography</i>	<i>144</i>	<i>4</i>
12th grade	Geography	72	2
<i>12th grade*</i>	<i>Geography</i>	<i>144</i>	<i>4</i>

* The marked schools represent schools with 4 hours of teaching per week

At the primary level, it is observed that geography-related topics are given in both social studies (learning areas) and science courses (subject areas) in accordance with their relationships. In social studies courses, content related to geography is included in the learning areas of individual and society, culture and heritage, people, places and environments, science, technology and society, production, distribution and consumption, and global connections. In science courses; the world and the universe, living organisms and life, physical events and matter and its nature are included in the subject areas. Although this distribution has been calculated in terms of the total achievements and on the basis of subject areas and learning areas, it cannot be given here because it would be too detailed.

In his study conducted in [Gül \(2015\)](#) states that the education curriculum implemented in Kyrgyzstan has almost the same structure as in the Soviet Union, which constitutes an obstacle to improving the quality of education. [Ağgün & Amasya \(2020\)](#) stated that Kyrgyzstan tried to adapt to the education system of the modern world after independence, so it gradually abandoned the old teaching methods in which only theoretical knowledge was conveyed and adopted a modern teaching approach that aims to provide students with the skills of discovering, questioning and analysing their own learning. [Polat \(2011\)](#) states that although the Kyrgyz Republic wanted very much after independence, the political process in which it was involved affected education policies as it affected all socio-economic and political fields, so it could not implement the planned changes and modernisation sufficiently. [Alimbekov & Dumanaeva \(2017\)](#) state that Kyrgyzstan's independence led to a change in the economic and political structure of the society and the paradigm of social development, and since those years, it has been continuing its efforts to establish an education system that is in harmony with the world and most suitable for itself.

In Kyrgyzstan, the geography curriculum prepared in 2012 was revised and put into practice in 2020. According to the Decree of the Government of the Kyrgyz Republic No. 403 dated 21 July 2014, according to the state standard of secondary general education, in general education institutions, the course "World Geography Regions and Countries" for grades 10-11 should be 68 hours in total, 34 hours per academic year (34 hours per year, 1 hour per week in grades 10 and 11) (Table 2). Also, in the course "Geography" for grades 10-11, the educational results of the students and the ways of measuring their achievement are organised.

In Kyrgyzstan, it is seen that geography courses start from the 6th grade and continue until the 11th grade. Unlike in Türkiye, the main difference is that geography courses are organised under various course names from the 6th grade onwards (Table 3).

Table 2

Geography courses in secondary general education in Kyrgyzstan, achievements and duration distribution

Classroom	Lesson	Number of gains	Total time (hours)	Weekly (hours)
10th grade	<i>World Geography: Countries and Regions</i>	3	34	1
11th grade	<i>World Geography: Countries and Regions</i>	3	34	1

Table 3

Geography courses and duration distribution in basic general education in Kyrgyzstan

Classroom	Lesson	Theoretical	Application	Total time (hours)	Weekly (hours)
6th grade	<i>Geography</i>	48	20	68	2
7th grade	<i>Geography of Continents and Oceans</i>	43	25	68	2
8th grade	<i>Physical Geography of the Kyrgyz Republic</i>	45	23	68	2
9th grade	<i>Economic and Social Geography of the Kyrgyz Republic</i>	25	9	34	1

Aims in Türkiye Geography Curriculum

The basic philosophy and general aims of all education programmes in Türkiye are shaped on the basis of the "General Objectives of Turkish National Education" and "Basic Principles of Turkish National Education" in Article 2 of the Basic Law on National Education No. 1739. When evaluated in this context, the aims of each level of education are regulated separately. In addition, the general objectives of the discipline to which the curricula prepared in this direction belong are given in the form of articles. Furthermore, we see what each subject is tried to be given for in the form of achievements. In other words, each achievement points to a target.

In the Geography curriculum, it is emphasised that "rapid changes in science and technology and the needs of the individual and society, innovations in learning-teaching theories and approaches have directly affected the roles expected from people". For this reason, it has become necessary to prepare individuals who can produce and use knowledge functionally, solve problems, think critically, be entrepreneurial, self-confident, have communication skills, empathise, contribute to society and culture, etc. for life and bring them into society. Therefore, the curricula have been shaped in a way that takes into account individual development and differences and focuses on gaining values, skills and competencies rather than a rote learning structure. For this purpose, on the one hand, repeated units and explanations in accordance with the spiral approach in different subjects and grade levels, on the other hand, learning outcomes that are aimed to be gained holistically and at once are included. Outcomes, conversely, are aimed at preparing students in a way that is competent, up-to-date, valid, associated with life, in the integrity of values, skills and competencies according to the level of education levels, directing the use of meta-cognitive skills, realising a meaningful, permanent and integrated learning with previous learning, and integrated with other disciplines (MNE PBED, 2018).

In the updated curriculum, in addition to the general aims, the aims of geography teaching are listed as 16 items by MNE. These articles briefly summarise why the geography course is taught. The student's learning the methods and theoretical foundations of the science of geography, comprehending the human-nature relationship on the basis of geographical enquiry, the functioning of natural and human systems and the skills of associating the basic elements in nature with life are mentioned. In addition; understanding and protecting the spatial values of their own country

and the world, nature-human harmony and spatial planning for this purpose, awareness of responsibility in the functioning of the ecosystem, conscious and economical use of natural and human resources, understanding the harmony of development with nature, understanding the importance of environmental, cultural and socio-economic organisations that are effective at local and regional scale in international relations. It is also aimed to have information about natural disasters and environmental problems and measures for them, the potential provided by Türkiye's position in terms of regional and global relations, the importance of geographical information in the formation of homeland awareness, all kinds of utilisation of maps and Türkiye's new vision of the developing and developed countries in the world, especially the regions and countries with close relations.

Table 4

Unit-based distribution, durations and ratios of learning outcomes according to grades in Türkiye GCC

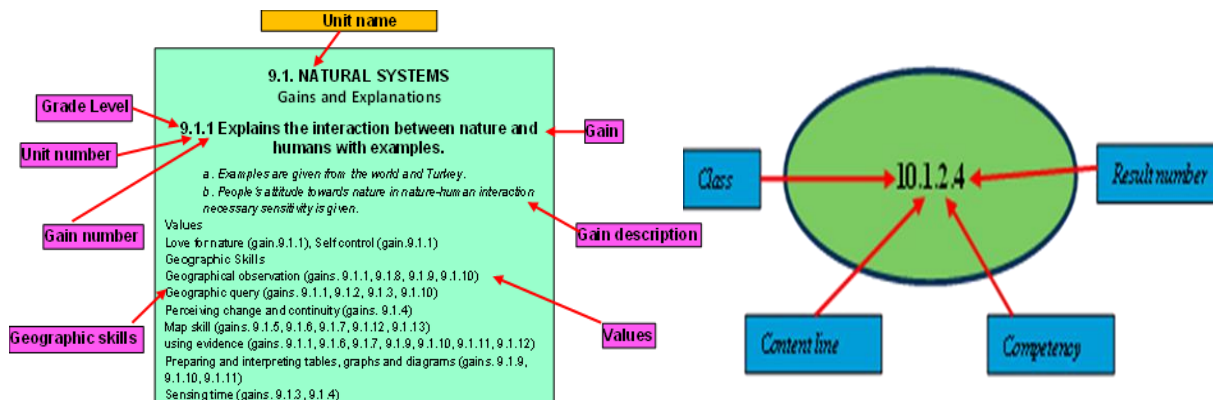
Units	9th grade			10th grade			11th grade			11th grade			12th grade			12th grade		
	Lesson hours	Rate %		Lesson hours	Rate %		Lesson hours	Rate %		Lesson hours	Rate %		Lesson hours	Rate %		Lesson hours	Rate %	
Natural systems	13	47	65	17	36	50	2	4	5	4	12	8	1	2	3	2	12	8
Human systems	4	15	21	12	24	33	15	41	57	20	76	53	12	33	46	17	82	57
Global setting: Regions and Countries	3	5	7	1	4	6	7	17	24	9	40	28	9	31	43	11	38	27
Environment and Society	2	5	7	4	8	11	5	10	14	7	16	11	2	6	8	4	12	8
Total	22	72	100	34	72	100	29	72	100	40	144	100	24	72	100	34	144	100

Note: In grades 11 and 12, italicised in the table, geography courses are taught for 4 hours a week.

Along with these aims, students are also expected to be equipped with values, competences and skills. Values and competences are also included in the programmes of other disciplines. However, skills are more specific to the field of geography. In GCC (2018); the main purpose of the education system is to raise individuals with knowledge, skills and behaviours integrated with values and competencies. What is meant here is that values, competences and skills are integrated with achievements. Geographical skills are geographical observation, working in the field, geographical enquiry, perceiving time, perceiving change and continuity, map skills, preparing and interpreting tables, graphs and diagrams, and using evidence (Figure 1).

Figure 1

The presentation of learning outcomes in Türkiye and Kyrgyzstan GCC's.



Source: Adapted from Türkiye and Kyrgyzstan GCC.

Aims in Kyrgyzstan Geography Curriculum

The Kyrgyz GCC includes general provisions on geography and some objectives in detail. It is stated that the geography education course in Kyrgyzstan in grades 10-11 summarises the content of geography teaching at all school levels and fulfils an integrative function for all levels of geography teaching. It is emphasised that the main core and cross-cutting concept is the environment, as well as the key concepts of region and nature. It is pointed out that geography as a subject of education, understanding the issues of human and environmental interaction applied to a particular region, geographical objects and areas, various physical (terrain, soil, climate, rivers, vegetation and wildlife) and social (beliefs and cultures of people, settlement, socio-economic systems and lifestyle) characteristics of the learning. It is mentioned that no country in the world is self-sufficient, therefore, interconnectedness with transport and communication systems and the development of methods for cooperation at regional, national and international levels. It is emphasised that the basis of understanding the structures and processes occurring in different regions within the global system, knowing the regional and national characteristics of people's lifestyles and development is to learn the concept of region well. It is stated that geoeological competences of students are based on knowing the concept of nature. It is aimed to teach students the effects of human activities on nature, how to use their knowledge and skills correctly at this point, what are the beneficial practices for the environment and the importance of environmental harmony. In addition, in the aim of geography education, it is mentioned to raise individuals who have knowledge of natural, natural-technological and socio- economic phenomena and processes, geographical competencies complex, ethically adapt to the geographical area and develop a functional, value attitude towards the world. In addition, in the objectives of geography teaching, it is emphasised that it will help students in the formation of geographical competences in the cognitive, developmental (active) and value (educational) areas. Three competencies, namely informative, social- communicative, self-organisation and problem solving, which are important in the creation of modern geographical education, are considered as key. In addition, geographical, geoeological and social-personal competences are mentioned as the field competences of geography teaching. The aim of geography education for the formation of these competences, skills and competences is summarised as follows. In the 10th grade, the general, socio-economic characteristics of the countries of the world (political map of the world, modern trends in the economic developments of the world countries and global environmental problems) are discussed, while in the 11th grade, continents and selected countries are included. When these topics are addressed, students are taught sustainable development, which ensures the harmonious development of the "nature-human-society-environment" system, recognising the world, comprehending various regional and global events and processes, reading the processes occurring in world politics and economy correctly and creating a perspective for the future. Interdisciplinary connections and intersecting thematic points are also included in the curriculum. In the interdisciplinary connections of Geography lessons, the integration of History, Human and Society, Kyrgyz and World Literature, Language, Mathematics, Science and Informatics courses are mentioned in relation to the achievements while the subjects are being taught.

Table 5

Kyrgyzstan GCC objectives in grades 10-11

<i>Results and indicators</i>		
<i>Qualification</i>	<i>Grade 10</i>	<i>Grade 11</i>
<i>Gains 1. Geographical area</i>		
<i>1 Geographic</i>	10.1.1.1. Analyzes the impact of historical periods and modern political processes on the formation of the political map of the world and the diversity of countries.	11.1.1.1. Analyzes the position of regions and countries according to regional and geopolitical parameters.
<i>2 Geoecological</i>	10.1.2.2. Explains the spatial differences in the distribution of the world's natural resources	11.1.2.2. Analyzes the importance of the natural resource conditions of the region for the development of the regional (country) economy.
<i>3 Social and personal</i>	10.1.3.3. Demonstrate the application of multi-perspective thinking when analyzing the culture and politics of one's own country (or any other country).	11.1.3.3. Demonstrate the importance of understanding the geocultural space of one's own country (or another country) to make connections between people and countries.
<i>Gains 2. Geocultural diversity</i>		
<i>1 Geographic</i>	10.2.1.4. Analyzes the impact of demographics, migration processes, global communication on the development of the country.	11.2.1.4. Analyzes the impact of urbanization, demography and migration processes on the material culture of society in regions and countries of the world.
<i>2 Geoecological</i>	10.2.2.5. Analyzes the problems of resource insecurity of countries and regions in the world and the ecological interaction of human and geographical environment.	11.2.2.5. Demonstrates the application of geographical and ecological thinking in the analysis of global problems.
<i>3 Social and personal</i>	10.2.3.6. Assesses the possibility of each individual's participation in improving the well-being of society in his/her country (other countries), including overcoming gender inequality.	11.2.3.6. Analyzes the concept of sustainable development of the country and the possibility of personal participation of everyone in ensuring balanced development of society.
<i>Gains 3. Socio-economic development</i>		
<i>1 Geographic</i>	10.3.1.7. Evaluates the role of the international geographical division of labor and the role of scientific and technical progress in the development of branches of the world economy.	11.3.1.7. Analyzes the place and development perspectives of regions and countries in the world according to social and economic parameters.
<i>2 Geoecological</i>	10.3.2.8. Demonstrates the application of research skills in analyzing the impact of economic sectors on the environment.	11.3.2.8. Evaluates changes in the environment of countries and regions under the influence of economic activity, science and technology.
<i>3 Social and personal</i>	10.3.3.9. Compares future professional interests with professions in different areas of the world economy.	11.3.3.9. Assesses the possibility of using geographical competences in future activities.

Note: Although there are explanations about the gains given in the table, only the gains are given considering that the table will take too much space.

Comparison in terms of Aims

When Türkiye and Kyrgyzstan GCCs are compared in terms of aims, it is noteworthy that both of them emphasise the contribution to raising individuals who can adapt to current developments. The different distribution of geography lessons in the two countries has been effective in determining the boundaries of the aims. In the Turkish GCC, the aim objectives are given in items and the behaviour change is clearly stated. In addition to competence, values and skills, some directions are also mentioned in the perspective of the curriculum. However, in Kyrgyzstan GCC, while the aim objectives are given, it is observed that some features such as competence and skills are emphasised and clarity is lacking. The educational objectives of the country are not mentioned in the GCC, rather the qualifications to be gained by the students are mentioned. In addition, the aims of the curriculum are presented in an integrated manner with situations such as skills, competence and competence instead of being listed in items. This way of presenting the aims partially obscures the clear understanding of the subject. In other words, mentioning details such as geographical, geocultural, social and personal competence, cognitive, activity and value tasks prevents the objectives from being clearly stated. When evaluated from a holistic perspective, it is seen that both curriculums take into account the raising of individuals who can read the changes and innovations in the world, know different regions, are

aware of different cultures and respect those cultures. In addition, the curriculums emphasise the importance of raising individuals who are respectful to nature, sensitive to the environment, sustainable in economic and environmental terms, and who associate geography with daily life. In both curriculums, it is observed that the efficient use of natural resources is mentioned. Although there are references to competence, values and interdisciplinary connections in the aims of both curriculums, these features are clearer and more understandable in the Turkish GCC.

Content in Türkiye Geography Curriculum

While the names of the courses were given separately (for example; General Geography, Human and Economic Geography, etc.) in the GCC's before 2005 in Türkiye, in the curriculums organised after this date, only geography was named as a course, a spiral approach was adopted instead of a linear approach when organising the content, and the presentation of the content was divided into units. However, although the unit names are repeated at each grade level, the subjects analysed change and the continuity of the unit is ensured (Table 1). There are 4 recurring units in each grade: natural systems, human systems, global environment: regions and countries, and environment and society.

In the 9th grade I. unit; human interaction with nature, sub-branches of the discipline of geography, different disciplines related to geography, the historical adventure of geography, the shape and movements of the earth and its results, as well as the coordinate system, location (absolute, relative) are discussed. In addition, map information is mentioned, the general characteristics of the atmosphere and climate elements as well as the climate types experienced in the world and in Türkiye are examined. In Unit II, the site selection and development of settlements, the texture and type of settlements, the distribution of settlements in Türkiye, the elements affecting these factors and the functional characteristics of settlements are examined. In Unit III, information is given about the criteria for creating regions, the changeability of regional boundaries according to the purpose, different examples of regions in the world and countries in the regions formed by geographical criteria. In Unit IV, the relationship between people and the natural environment is discussed.

In the 10th grade 1st unit; the formation and structure of the world, geological time periods, the effect of geological processes in Türkiye, the role of rocks, internal and external forces in the shaping of morphology, in this respect, examples of the main surface forms in Türkiye and the world's, and Türkiye's water, soil and plant assets are given information about. In unit II; the importance and characteristics of population, the process of change in the world population, the factors affecting the distribution of population, the use of population pyramids to make inferences about the structure of the population, the historical change adventure of Türkiye's population, the factors affecting the distribution of the population, the structure of the population, the causes and consequences of migration in the past, the effects of migration on space, the introduction of economic activities and the relationship between the types of economic activities and the development levels of countries are examined. In Unit III; regional and global effects of important transport lines in the world are mentioned. In Unit IV; causes and characteristics of disasters, distribution and effects of disasters in the world and in Türkiye, methods of protection from disasters are emphasised.

In Grade 11 Unit I, the factors that play a role in the formation and destruction of biodiversity, what the ecosystem consists of, material cycles and energy flow and water ecosystems are examined. As a difference in the

programmes taught for 2 hours a week, the subject of water ecosystems is not given. In Unit II; population policies applied by countries in different periods and their results, population policies applied in Türkiye with their justifications, Türkiye's population projections and related scenarios, functions of cities, cities and rural settlement types according to their functions are explained. In addition, natural and human factors affecting production, consumption and distribution and their effects on the economy, the relationship between economy and natural resources in the world and in Türkiye, changes in economic policies, economic sectors, agriculture, mines and energy resources and the characteristics of industry and its place in the economy. In the curriculums, which are taught for 2 hours a week, the population policies implemented by Türkiye and their justifications are not included. In Unit III; the first cultural centres formed in the world, the distribution of cultural regions in the world, the regions where Turkish culture spread, the reasons why Türkiye has been a centre of civilisations throughout history, trade between regions and countries, raw materials, production and market areas, the place of tourism in the interaction between countries, the industrialisation adventure of a country with developed industry, agriculture- economy relationship in countries with different levels of development, regional and global organisations. In the curriculums, which are taught for 2 hours a week, the topics of trade between countries and regions, raw materials, production and market areas and the industrialisation process of an industrialised country are not included. As for the topics addressed in Unit IV; environmental problems and their formation, the effects of the use of mineral and energy resources on the environment, the environmental consequences of the use of natural resources in countries with different development, the effects of different practices in land use on the environment are discussed. The formation and global effects of environmental problems and the economically sustainable use of natural resources are included. In the curriculums, which are taught 2 hours a week, the effects of the use of minerals and energy resources on the environment, land use based on different practices and its impact on the environment are excluded.

In Grade 12, Unit I, extreme situations in natural phenomena and their effects, changes that may occur in the future in terms of natural systems and their effects on living life are discussed. In the curriculums, which are taught for 2 hours a week, only extreme natural events and their effects are mentioned, while other topics are not included. In Unit II; the effect of the dominant economic activity in a region on socio-cultural life, the relationship between urbanisation, industrialisation and migration processes and their social consequences, the future of population, settlement and economic activities, the characteristics of the existing functional regions in Türkiye, regional development projects with their effects, the place and importance of the service sector in the economy, the factors that play a role in the development of transportation networks, the connection between transportation and settlement and economic activities. In addition, the importance of world trade centres in the global economy, the products subject to trade and the function of trade centres in Türkiye on the flow directions, Türkiye's position in the context of historical trade routes, foreign trade, the relationship of natural and cultural symbols with space, tourism potential and the place of tourism in Türkiye's economy are discussed. In the curriculums taught for 2 hours a week, the role of dominant economic activity on social and cultural life, the future of population, settlement and economic activities and the importance of tourism activities in the Turkish economy are not addressed. In Unit III; the change of the positional importance of continents and oceans in the historical process, the position of countries in terms of geopolitics, the geopolitical regions in which Türkiye is located in the historical process and the effects of this, the historical and

cultural connections between Türkiye and the spreading areas of Turkish culture are discussed. In addition, the effects of technological advances in the global context, the criteria for determining the level of development of countries, the social and economic characteristics of developed and developing countries, the impact of natural resource potential on the regional and global relations of countries are included. In addition, the importance of the main energy transport lines in the world for the region and countries, spatial elements that create problems between countries and today's conflict areas are included. The geopolitical regions in which Türkiye is located, the role of technological developments in cultural and economic interaction between regions and countries are not covered in the programmes taught for 2 hours a week. In Unit IV; the limitation of the natural environment, the practices of countries with different levels of development to prevent environmental problems, the effects of environmental organisations and agreements on environmental management and protection, threats to common natural and cultural heritage. Threats to common natural and cultural heritage were not included in the programmes taught for 2 hours a week.

Content in Kyrgyzstan Geography Curriculum

In Kyrgyzstan GCC, the courses taught in 10th and 11th grades have the same title, namely world geography, countries and regions. On the other hand, it is observed that the themes included in the lessons are different. In this way, although the same names of the courses seem to be in accordance with the spiral approach, it is seen that different themes and subjects are included in the content (Table 6). The stage of education in Kyrgyzstan where geography lessons are mainly taught is the second stage of education (Table 7). Geography courses taught at this level are more both in terms of classes and time allocated.

Table 6

Unit and duration-based distribution of lessons in 10th-11th grades in Kyrgyzstan GCC

Grade 10		Grade 11	
Theme	Duration (hours)	Theme	Duration (hours)
Introduction	1	Introduction	2
A different world	6	Europe	4
Geography and geoecology of the world's natural resources	9	Asia	8
Population geography	7	Post-Soviet states	6
Scientific and technical revolution and the world economy	2	Africa	4
Geography of sectors of the world economy	9	Australia and Oceania	2
		America	6
		Global Challenges of Humanity	2
Total	34	Total	34

Table 7

Unit and duration-based distribution of geography courses in basic general education in Kyrgyzstan

Grade 6			Grade 7		
Geography (Grade 6 68 hours; 2 hours per week)			Geography of Continents and Oceans (68 hours; 2 hours per week)		
Sections	T(hour)	U(hour)	Sections	T(hour)	U(hour)
<i>Introduction</i> What does geography study?	3	1	<i>Introduction</i> The purpose of studying continents and oceans.	2	-
<i>I. Sources of geographical information and methods of working with them</i>	9	2	<i>Part I. Natural features of the Earth</i>	7	6
<i>II. The nature of the Earth and its crust</i>	33	12	<i>II. Geography of Continents</i>	30	15
<i>III. Geography of your region</i>	3	5	<i>III. Geography of the Oceans</i>	4	4
T=Theoretical U=Application	48	20	T=Theoretical U=Application	43	25
Total		68	Total		68
Grade 8			Grade 9		
Physical Geography of the Kyrgyz Republic (68 hours, 2 hours per week)			Economic and Social Geography of the Kyrgyz Republic (34 hours, 1 hour per week)		
Sections	T(hour)	U(hour)	Sections	T(hour)	U(hour)
<i>Introduction.</i> My homeland is Kyrgyzstan, what does the physical geography of Kyrgyzstan study.	1	-	<i>Introduction.</i> What does the economic and social geography of the Kyrgyz Republic study?	1	-
<i>1. Geographical location and borders of the Kyrgyz Republic</i>	2	2	<i>1. The place of the Kyrgyz Republic in the world</i>	2	-
<i>2. Nature of the Kyrgyz Republic</i>	17	7	<i>2. Population geography of the Kyrgyz Republic.</i>	4	-
<i>3. Physical and geographical regions of the Kyrgyz Republic</i>	16	8	<i>3. Economy of the Kyrgyz Republic</i>	10	-
<i>4. Natural resources and geocological situation of the Kyrgyz Republic</i>	9	6	<i>4. Economic and social characteristics of the administrative-territorial divisions of the Kyrgyz Republic</i>	8	9
T=Theoretical U=Application	45	23	T=Theoretical U=Application	25	9
Total		68	Total		34

Grade 10, world geography, countries and regions course content begins with an introduction. In the introduction, the aims of the course and geographical information sources are mentioned.

Theme 1. a different world: In this theme; classification and typology of world countries, number and grouping of countries, developed and developing countries, political map of the world and international relations are discussed. In addition, the stages of the formation of the political map of the world, the impact of international relations on the political map of the world, the state system of the world countries, the main forms of government (republican and monarchical) are mentioned. The main forms of administrative-territorial structure (unitary and federal), political geography and geopolitics, political and geographical position of individual countries and regions of the world are analysed. Implementation: 1-Compiling the table "State system of the countries of the world". 2-Display of major countries, their capitals, international organisations on the contour map. 3-Features of the political and geographical position of countries (depending on the student's choice).

Theme 2. Geography and geocology of the world's natural resources: Geographical environment and use of nature, "exchange of matter" between society and nature, rational and irrational use of nature. The natural resources of the world, mineral resources, ore and non-metallic minerals, land resources and its condition, water resources, fresh water problem, biological resources and flora and fauna of the world are examined. Also, the world's oceanic resources, climate, land and recreational resources, resource availability, pollution and environmental protection, anthropogenic pollution of the lithosphere, hydrosphere, atmosphere, ways of solving environmental problems,

nature conservation activities and ecological policy, as well as the role of international organisations in environmental protection. Implementation: 1. To make a map of the location of the largest mineral deposits. 2. Assessment of the resource availability of individual countries or the world (optional).

Theme 3. population geography: The number of population and population growth, primary (natural) population growth, demographic crisis, secondary population growth, population explosion and demographic policy. In addition, population structure, sex and age composition of the population, geography of world religions, ethno-linguistic and religious composition of the population, location and population density, types and causes of migration, urban population, urbanisation, level and rate of urbanisation, rural settlement pattern, population and environment as well as the level and quality of life of the population are examined. Implementation: 1-Compiling comparative characteristics of rates and levels of urbanisation in major regions and individual countries. 2- Comparison of the characteristics of the first and second type of population growth. 3-Analysis of age-sex pyramids and employment structure in different countries. Project: "What can I do to improve conditions in my country (or any other country)?".

Theme 4. scientific and technical revolution and world economy: The world economy, international economic integration, multinational corporations, the structure and basic model of the world economy, the distribution of industries in the world economy.

Theme 5. Geography of sectors of the world economy: The fuel industry, the energy industry, the mining industry and metallurgy, engineering, chemical, timber and manufacturing industries, world agriculture, transport and communications, and economic relations around the world are examined. Implementation: 1-Display of the main industrial centres of the world on a contour map. 2- Economic and geographical characteristics of one of the world industries (according to preference). 3-Determination of the modes of transport in different regions of the world, evaluation and forecasting of the development of transport systems for one of the regions. 4-Mapping of the main regions of international tourism, highlighting regions with a combination of natural and cultural-historical monuments.

The first part of the *11th grade world geography, countries and regions* course is devoted to 2 hours of introduction. Historical and geographical regions of the world, borders, socio-economic contrasts and economic power centres of the world are introduced. Also in the introduction section; large regions: Foreign Europe, Foreign Asia, Australia, Africa, Africa, North America, Latin America. Again; major countries: China, Japan, South Korea, India, Australia, South Africa, USA, Canada, Brazil and Kyrgyzstan as the subject of the world geographical space.

Theme 1. Europe: General characteristics of the continent, its borders, geographical position, political and economic situation, main natural features, geographical map of the continent, regional differentiation of natural conditions and resources of the continent are given. In addition, the historical and geographical aspects of the discovery and settlement of the continent's territory, the settlement and migration of the continent's population, sub-regions, regional differences in the continent's economy, the geographical structure of settlement and economy are examined. Implementation: Study of the geocultural area of the country (according to the student's preference).

Theme 2. Asia: General characteristics of the continent, geographical specificity, image of the continent, demographic status and composition of the continent's population, geopolitical, economic, social, environmental problems of the continent and their solutions, geocultural area, as well as sub-regions of Asia (southwest, south, south, southeast, east) and major countries: China, Japan, South Korea and India. Implementation: Study of the geocultural space of the continent (according to the student's preference).

Theme 3. Post-Soviet states: General characteristics of the region, regional organisation and differentiation of the economy of the region (countries), specialisation of the region (countries), main industries, agriculture and transport.

Theme 4. Africa: General characteristics of the continent, regional organisation and differentiation of the continent's economy, the continent's specialisation, the continent's main industries, agriculture and transport are discussed, followed by Africa's sub-regions, South Africa and Africa's ecological problems. Implementation: Study of the geocultural space of countries (according to the student's preference).

Theme 5. Australia and Oceania: Characteristics and composition of the continent, Oceania countries, demographic outlook, uneven distribution of population and economy, and types of settlements.

Theme 6. America: General characteristics of the USA and the continent, Canada, Latin America, Mexico, Central America and the West Indies, the Andean countries, the Amazon Basin and the countries of the La Plata Plain (in the centre of South America) and Brazil. Implementation: Examination of the geocultural area of the country (according to the student's preference).

Theme 7. Global Problems of Humanity: Global problems of humanity, global forecasts, hypotheses and projects, and sustainable development strategy are examined. Implementation: My choice (planning my future activities).

To make a general evaluation, it is observed that in Kyrgyzstan GCC, while a general presentation of the world (population, economy, environmental problems, etc.) is dealt with in the 10th grade, in the 11th grade there is an examination on the basis of continents and some sample countries. In addition, the skills to be acquired by the students after the examination of these subjects are listed one by one.

Comparison in Terms of Content

In terms of content, it is more appropriate to make an evaluation on the basis of units and themes instead of addressing individual topics. The fact that both countries are not similar in terms of education levels leads to the fact that there are fewer geography lessons at the high school level in Kyrgyzstan. However, there is an opposite situation. Namely; it is seen that the geography courses given at the basic general education level in Kyrgyzstan are quite intensive. Since the content has been given above, a general comparison has been made in order to avoid repetition. In Türkiye, the names of the courses and the units are the same in every class, but in the content, it is noteworthy that the focuses of the units vary, so the subjects to be given are integrated into the appropriate units. In Kyrgyzstan, there are world geography, countries and regions courses to be evaluated at high school level. Although the names of the courses are the same, it is seen that different topics are included according to the grade level. It is noteworthy that in both classes, a general introduction of the course is made first, that is, there is no direct transition to the subjects. While there are 5 themes in 10th grade, there are 7 themes in 11th grade. Although the lesson duration

is equal in both classes, there is a difference in the time allocated for the themes. In Grade 10, general evaluations about the world are made, while in Grade 11, continents and some selected countries are mentioned. It is not very easy to compare the GCCs in terms of content. At the high school level, it is noteworthy that Kyrgyzstan has only 2 courses (grades 10-11) and is very limited in terms of duration (1 lesson per week, 34 hours per year). At this point, it would be more appropriate to compare it with units 2, 3 and 4 (human systems, global environment: regions and countries, environment and society) in the Turkish GCC. Because, as it can be understood from the names of the lessons in Kyrgyzstan GCC, this situation can lead to a more logical conclusion in terms of content. In the content given in Kyrgyzstan; political view of the world, state structures, forms of administration, use of natural resources, sustainability, environmental problems, population and population policies, settlements, distribution of economic sectors and international relations, and examination of continents with various characteristics. In Türkiye, on the other hand, these subjects were tried to be presented in certain units. When compared in the context of the mentioned units, it is noteworthy that the similarities are quite intense. Although they are expressed in different ways, the topics touched upon are more or less similar. The most prominent difference is that in the 11th grade III unit in Türkiye, the spread areas of Turkish Culture are mentioned, whereas in Kyrgyzstan, in the 11th grade III theme, the subject of post-Soviet states can be mentioned. Another detail is that in Kyrgyzstan, there is a lot of practice in geography lessons. Although Türkiye's GCC also includes skills such as observation, working in the field, as well as guidance and recommendations on activity tasks, it is difficult to determine whether this fully meets the practices in Kyrgyzstan's GCC. Among the topics specifically mentioned, it is noteworthy that multiculturalism and gender equality are mentioned in Kyrgyzstan GCC, just like some topics mentioned in the learning outcome descriptions in Türkiye GCC (Göbeklitepe, Çatalhöyük, Alacahöyük, regional and global effects of the 3rd Airport and Canal Istanbul projects in Istanbul). The most significant difference in Kyrgyzstan GCC is that there are three main categories as geographical, geoecological and social personality and 3 learning outcomes in each class in accordance with these categories.

Teaching-Learning Approach in Turkish Geography Curriculum

As in the expression that we frequently come across in daily life, how you convey it is as important as what you convey, how students are taught is as important as what they are taught. In this respect, it is very important to plan and manage the process of transferring knowledge, skills, attitudes and values, which are aimed to be gained by students through curricula, effectively and efficiently. In Türkiye's GCC, there are directions for the creation of an effective teaching-learning process.

Students' learning through discovery, questioning and determining their own learning, as well as their preparations for in-class or out-of-class activities are mentioned. In the transfer of the subjects, the importance of a holistic view and a multidimensional view without moving away from the acquisition framework, as well as the importance of associating with related disciplines and daily life according to the subject characteristics is emphasised. It is emphasised on the availability of materials suitable for the characteristics of the subjects covered and the accessibility of the student. In addition, the importance of the use of today's developing technologies in the lessons and the importance of including field trips and observations are emphasised. In addition to these, it is

recommended that teachers should pay attention to issues such as skills, values and competence while teaching lessons, and be selective in the selection of methods, techniques and materials, taking into account the class level, students' readiness and learning status. In addition to all these, it is recommended to co-operate with the teachers of the relevant discipline areas and the teachers of the related discipline areas in the preparation of the materials.

Teaching-Learning Approach in Kyrgyzstan Geography Curriculum

In Kyrgyzstan GCC, it is seen that the guidance on the teaching-learning approach is gathered in two main points. One of them is the creation of a motivation and motivation environment to increase the student's interest, and the other is in the form of recommendations to teachers on how to carry out teaching.

Creating a motivating learning environment: The need to develop methodologies and techniques for the creation and maintenance of high educational motivation of students to study geography, including taking into account the development of modern information and communication technologies, is mentioned. It is mentioned that a motivating learning environment for teaching geography is created, first of all, by the teacher's compliance with the basic general didactic principles of teaching (scientific character of geography, coherence, humanistic and social, student-oriented activities, connection of learning with life and visibility). It is recommended that it is necessary to stimulate the student's desire to learn and understand why they need the information presented, so the teacher should first justify the purpose of the study, then the objective, and then move on to the content of the subject. It is emphasised that the motivating environment should also be gender balanced, with both boys and girls being equally motivated, especially when studying mathematics, natural sciences and social and humanitarian disciplines, including laboratory work and practice.

In the formation and development of competences, the importance of taking into account all areas of the student's personality development, i.e. cognitive, emotional and psychomotor development, which consistently reflect the continuity and progress of students in the transition from one level of education to another, is emphasised. In this context, it is stated that in the educational process it is necessary to use a variety of learning strategies appropriate to the age of students in order to support and stimulate the motivation to learn subjects, the formation of personal qualities and the development of individual achievements. A motivational educational environment is defined as a physical, psychological and academic environment.

In the section Methodological principles for teachers: It addresses the various forms of organisation of the educational process, the contribution of the use of information and communication technologies in the conduct of lessons and includes recommendations for teachers in this respect. There are recommendations such as the readiness of the learning environment, providing motivation by revealing the purpose in the transition to a new subject, addressing the student's personality (such as tell your reason, defend your point of view, prove it, what do you think will happen), supporting independent work, directing to problem-based learning. In addition to the various forms of organisation of the educational process, such as teaching through games, group work, conferences, competitions, discussions, the necessity of having geographical competences and emphasising their social importance, drawing the student's attention to unusual facts, processes, natural phenomena, commonly used analogies are also recommended. Again, the importance of interdisciplinary links, the use of geographical competences in real life, the creation of the

necessary environment for practice, recommendations for assessment and the teacher's methodological mastery are emphasised.

Comparison in Terms of Educational Background

In Türkiye's GCC, issues such as the perspective of the curriculum, issues to be considered during the implementation of the curriculum, teaching-learning approach are mentioned in detail, and in Kyrgyzstan's GCC, it is seen that there is a very detailed and guiding approach in terms of educational situations. In both curricula, the guidance and recommendations on how geography teaching can be more successful are similar. There is enough enlightening information both on how to create teaching environments and how teachers should carry out teaching. The duties of the school administration, teachers and other stakeholders to provide a motivating environment for teaching and learning are described in detail. In the Turkish GCC, it is particularly emphasized that the acquisition of geographical skills on how to carry out the teaching-learning process and the subjects of competencies and values education are given in an integrated manner with the achievements, and it is noteworthy that in the Kyrgyzstan GCC, these situations are adequately mentioned and even discussed in great detail.

Assessment and Evaluation Approach in Turkish Geography Curriculum

In GCC, the differences of individuals, the importance of diversity and flexibility in measurement and evaluation, and the fact that there cannot be a standard valid for everyone, and that curricula are guiding at this point are pointed out. In this context, guidance on assessment-evaluation is given. In assessment-evaluation, it is recommended that all components of the curriculum should be taken into consideration and practitioners should be given flexibility in determining assessment-evaluation tools. It is emphasised that assessment-evaluation should be taken into consideration throughout the education period and together with the monitored processes, as well as the importance of applying inclusive techniques by taking individual differences into consideration. It is pointed out that it is wrong to assess the student only in the cognitive sense, so multidimensional assessment tools should be used, and the process is more important with the understanding that characteristics such as interest, attitude and achievement may change over time.

Assessment and Evaluation Approach in Kyrgyzstan Geography Curriculum

Kyrgyzstan GCC contains very detailed suggestions and recommendations on assessment-evaluation. It is emphasised that the assessment of educational achievements should be multidimensional under the conditions of competency-based approach. For example, it is suggested that the teacher should use the strategic assessment method to collect information about students' academic achievements and that different strategies and appropriate tools should be used for more effective assessment of students. It is also stated that formative, diagnostic and summative assessments can be used to evaluate the results of students' educational activity in accordance with the requirements of the subject standard and that both traditional (practical, oral and written work) and non-traditional methods (systematic observation of student activity and behaviour, portfolio, projects, research and self- assessment) can be used for this. In contrast to the traditional approach, special attention is paid to formative assessment, emphasising its importance in enabling students to learn actively and effectively, based on feedback, as well as its contribution to

each teacher's knowledge of how well their students are learning. It is emphasised that this type of assessment can be used to diagnose how the learning process is progressing, not only at the final stage, but also at the initial and intermediate stages, and if the data are insufficient, on the basis of the feedback received, changes can be made to improve the quality of students' educational activities. When assessing geographical competences, it is recommended to apply Bloom's levels of mental activity to create tasks of different nature. In this context, the use of Bloom's pyramid, which includes the steps of knowledge, comprehension, application, analysis, synthesis and evaluation, is recommended and an example is given. Afterwards, it is suggested that geographical tasks at different levels can be created based on this pyramid. These tasks are introduced as reproductive, productive and creative levels.

Reproduction level: Characterised by learners' ability to follow a pattern (a specific algorithm for performing an action).

Productive level: Characterised by the ability to apply acquired theoretical knowledge in an unusual situation.

Creative level: Refers to the independent solution of educational problems.

The need for students to know what and when they are assessed and which forms and assessment criteria are used is emphasised. The weighting of grades according to the time of assessment (current, interim and final) is given. It also describes in detail how students will be graded in exams and practical's.

Table 8

Examples of assessment criteria for different activities of students in Kyrgyzstan GCC

<i>1- Criteria for evaluating students' oral and written answers</i>			
<i>Student is given 5</i>	<i>Student is given 4</i>	<i>Student is given 3</i>	<i>Student is given 2</i>
2- Analyzes, summarizes, and concludes information independently and argumentatively. 3- Applies the acquired knowledge to an unusual situation. 4- Uses visual aids, textbooks, additional literature independently.	2 - Makes incomplete, minor inaccuracies when using scientific terms or when explaining the content, definitions and concepts in the results and generalizations obtained from observations and experiences. 3- Confirms the answer with concrete examples. 4 - It reveals the essence of the main geographical relations. 5- Knows geographical terminology and can work on geographical maps with minor errors.	2- There is inconsistency in presenting the material systematically. 3- Inadequate in conclusions and generalizations, weak arguments. 4 - Fails to use conclusions and generalizations drawn from observations, facts and experiences as evidence or makes mistakes when presenting them. 5- Inadequate knowledge of geographical terminology.	1- Cannot explain the main content of the material. 2- It cannot draw conclusions and generalize. 4- Makes more than two major mistakes in answering a question that cannot be corrected even with the help of the teacher. 6- Knows geographical terminology.
<i>2- Criteria for evaluating practical and independent work</i>			
<i>Student is given 5</i>	<i>Student is given 4</i>	<i>Student is given 3</i>	<i>Student is given 2</i>
1- Performs practical work independently. 2- Prepares the work carefully.	1- Performs practical work independently. 2- allows some deviation from the recommended execution sequence.	1- Does practical work with the help of the teacher. 2 - Does not complete the work, needs additional time to finish it at home.	1- Cannot work independently. 2- The results of the study are not accurate and completely contradict the purpose.

Comparison in terms of Assessment-Evaluation Approaches

When they are compared in terms of assessment-evaluation approaches, it is seen that the desired point is the same and that there are recommendations and guidance on the use of diversity and multidimensional assessment-evaluation tools. However, it is noteworthy that there is a difference in terms of whether the instructions in the

curricula are detailed or not. Türkiye's GCC has an approach that is enlightening and guiding in terms of assessment-evaluation but avoids detail. Instead of a standardised assessment suitable for everyone, an assessment-evaluation approach that prioritises individuality and is based on maximum diversity and flexibility has been adopted. It is also recommended that the main task falls on the teachers and that they should utilise their creative qualities.

In the Kyrgyzstan GCC, it is seen that all kinds of details regarding the assessment-evaluation approach are included with examples. In the evaluation of students' exams and practical work, a 5-2 grading system from high to low is used, and at this point, the details of the evaluation are given in detail (Table 8).

Discussion, Conclusion & Suggestions

It is seen that the curricula of both countries have differences as well as similarities. The first point that draws attention is that the distribution of geography courses taught in the two countries at the grade level is different. In Türkiye, geography courses are taught in secondary education, whereas in Kyrgyzstan, they are started to be taught from the 6th grade in the basic general education level. At this point, it can be brought to the agenda that some subjects related to geography in Türkiye are also given at the second level of primary education, but it seems to be a deficiency that it is not included as a geography course. Because in Kyrgyzstan, geography is taught in the 6th, 7th, 8th and 9th grades with course names related to the field of geography and quite intensively. On the other hand, it is noteworthy that geography courses in secondary education in Türkiye are more than those in Kyrgyzstan both in terms of years and duration. It is possible to say that the main difference here is due to the approach in the classification of education levels and the different duration of compulsory education. Another noteworthy point is that the time allocated for practice in geography courses in Kyrgyzstan is considerably more.

Similarities stand out in terms of the aims of geography teaching. It is observed that the curricula of both countries focus on raising individuals who will respond to the needs of the age, who are aware of the developments in the world, who are skilled in the use of technology, who know their own culture and other cultures, who know the importance of international relations, who are sensitive to nature and the environment. The objectives also emphasise the importance of associating the content with daily life, developing students' multidimensional thinking skills, and making use of current technological developments, GIS applications, materials and field studies rather than teaching a course based only on textbooks. The most significant difference in this regard is that the learning outcomes in Kyrgyzstan GCC are based on geographical, geocological, social and personal areas. Competencies, values, skills and interdisciplinary relations are given importance in both curricula. There is a difference when it comes to the distribution of contents. As mentioned above, the different definition of education levels is a factor. However, when compared with the units other than natural systems in geography courses in Türkiye, it is seen that there are similarities. Although there is a great overlap in terms of teaching-learning approaches, it is possible to see that guidance and recommendations are given in detail in Kyrgyzstan GCC. There are also similarities in the approaches to assessment and evaluation. However, at this point, it is noteworthy that this issue is very detailed in Kyrgyzstan GCC and examples are given in the curriculum in every subject. In this respect, it is more similar to the 2005 geography curriculum in Türkiye. In 2005 GCC in Türkiye, evaluation examples such as Likert-type scale and rubric were given in detail.

Another issue that draws attention is the approach in the creation of the curricula. Although there is no change in the course names of both curricula, the subjects in Kyrgyzstan 10th and 11th grade courses are different and therefore the spiral approach is not applied in terms of content creation.

In conclusion, although Türkiye and Kyrgyzstan GCC's have similarities in terms of objectives, educational situations and assessment-evaluation, they differ in terms of content and the inclusion of more or less guidance. It would be a correct assessment to state that the programmes have more similarities than differences.

[Tuna et al. \(2022\)](#), in their study titled A qualitative research on the development of tourism in the Turkic World based on inter-country cooperation, point out that the cooperation of the Turkic Republics, which share a common language, culture and history based on the historical past, in the field of tourism will contribute to the economic and socio-cultural development of each country and even the importance of preparing common tourism education and training curricula. [Ergin et al. \(2021\)](#) pointed out that there are similarities and differences in the education and training structure of the Turkic World and especially the differences in education levels. At this point, they emphasised the necessity and urgency of establishing common quality standards in education and training, reflecting these standards to the curricula and carrying out studies to bring education and training to the level of elite civilisations.

- Curricula comparisons can contribute to the formation of new perspectives on behalf of countries and to the opening of different windows on educational philosophy.
- It is important to make comparisons in order to see the missing or negative aspects of curricula which are dynamic in nature.
- Following the developments and innovations in different countries and adapting the successful curricula by taking into account the social, cultural values and economic situation of the country can contribute to the success of education.
- Curricula comparisons can contribute not only to the countries being compared but also to other countries.
- There is a need for more widespread studies on the Turkic World.
- At the point of comparing curricula, it is observed that although studies on European countries are common, those on Turkic Republics are very few.
- Such studies can contribute to the recognition of the Turkic World and Turkic Culture and to have more ideas about the Turkic Republics.

Ethic

This study is in the category that does not require ethical approval.

Author Contributions

All authors contributed equally to the study.

Conflict of Interest

There is no conflict of interest.

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