

RESEARCH METHODS IN THE METHODOLOGY OF TEACHING GEOGRAPHY

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Research work in the field of methods of teaching geography is currently carried out not only by researchers according to the target program, but also by many creative teachers. They work independently and together with scientists, giving students deep knowledge and applied skills in geography. A geography teacher must have the appropriate knowledge and skills of research work on the methodology of teaching his subject. This activity is needed to evaluate one's own work, as well as to study the experience of other teachers, self-education and creative searches throughout life.

That is why the further development of the methodology of teaching geography as a science is closely intertwined with the development of new and the use of known research methods, which is considered the main problem of this branch of scientific knowledge. A significant result from this depends on the totality of the application of methods of pedagogical research.

Research methods, as well as methods of teaching geography, can be diverse, and the methodology is the same. Methodology is the study of methods of cognition and transformation of reality.

Research methods in pedagogy are techniques, procedures and operations of empirical and theoretical cognition and study of the phenomena of pedagogical reality [1, p. 490]. They can be deepened through the methods of personality research – a set of ways and techniques for studying the mental manifestations of the personality [2, p. 314]. If the generalization of the above research methods is systematized ways to achieve theoretical or practical results, solve problems or obtain new information on the basis of certain regulatory principles of cognition and activity, awareness of the specifics of the subject area under study and the laws of functioning of its objects.

The research method outlines and embodies the path to the truth, the directions of effective activity leading to the realization of the goal.

In the conditions of democratization of our country, the responsibility of methodological science in the development of the most important problems of teaching geography increases.

In recent years, pedagogical science has increased attention to the development and comprehension of research methods and logic, which was

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discussed above. This is a progressive process, which is continuously associated with an increase in the theoretical level of research, and is also characteristic of the methodology of teaching geography. At the early stages, the young geography teacher's methodological recommendations were based primarily on his personal experience. In the recent period, there has been a wider application of objective methods for developing and substantiating theoretical and practical proposals.

The results of experimental work and generalization of educational experience begin to receive a wider reflection in methodological literature and scientific articles [3, 4, 5, etc.]. During the period of preparation and transition of general secondary education institutions to the new national content of education, various ways of studying the research competencies of students in the process of teaching geography, analysis of model and curricula and textbooks were tested. In methodological research, elements of mathematical statistics began to be used, interest in the development and application of various theoretical research methods increased.

Thus, in the methodology of teaching geography, some experience of research work has been accumulated. For the further successful development of methodological science, increasing its theoretical level and practical significance, it is important to analyze all the accumulations of research work. In this regard, there are already certain results.

This was facilitated by their use of methods of research of methodological science. The grouping of more specific methods of scientific knowledge in the methodology of teaching geography is shown in the diagram (Fig. 1).

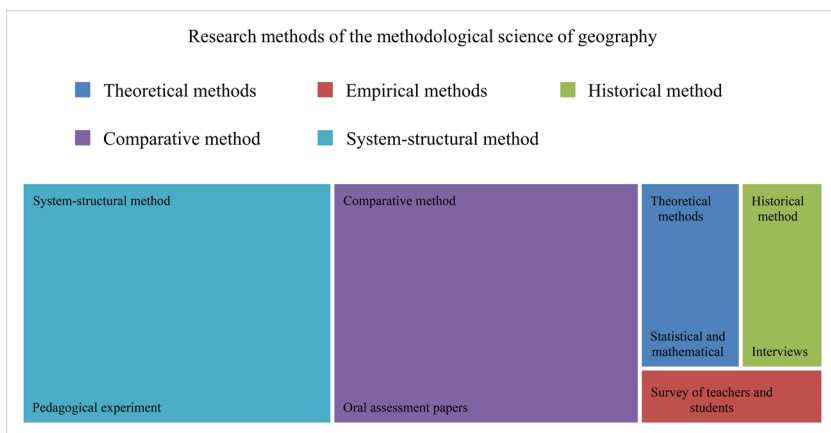


Figure 1. Diagram of the use of research methods of methodological science of geography

Theoretical research methods are aimed at creating generalizations, establishing and formulating patterns of the phenomena and processes under study.

The choice of methods, both theoretical and empirical, depends on the goals and objectives set. Justification of the relevance of the study of the methodological problem, starting positions, formulation of goals and objectives, scientific and practical novelty, reliability of the research require theoretical understanding of literary sources. That is why, before the study of a particular problem, the analysis of psychological, pedagogical and methodological literature on the selected problem comes first. This analysis of the literature helps to select for comparisons and comparisons the materials obtained by other researchers, eliminates the need to select data already known, allows you to highlight the theoretical side, as well as to form an idea of the practical state of the issues under study. In research on the methodology of geography, the analysis of philosophical literature on the theory of cognition is used, works on logic, psychology, pedagogy and methods of geography are studied, which makes it possible to realize and take into account the originality of the mental activity of students depending on their age and the characteristics of the content of learning. Specifically, analytical work with methodological literature on geography helps to find out what has already been achieved from the chosen problem and what it is necessary to rely on in your research.

Unresolved scientific and methodological problems include the problem of systematic and purposeful management of research and search activities of students of basic secondary education institutions, in particular, how to specially prepare them for a creative way of assimilating scientific information not only from geography, but also from other natural sciences (physics, chemistry, ecology, biology, etc.). In the system of such training, a significant place belongs to teaching students the methods of research of a particular science.

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