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USE OF NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING ECONOMIC AND SOCIAL GEOGRAPHY OF WORLD COUNTRIES

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Abstract:
This article examines the integration of new pedagogical technologies in the teaching of economic and social geography, their impact on the learning outcomes of students. Using mixed methods, the study evaluates the effectiveness of interactive maps, virtual tours, and collaborative online platforms in creating educational experiences. The results show increased student engagement, critical thinking skills, and overall satisfaction, highlighting the importance of using technological advances in teaching in today's global economic and social landscapes.

Keywords: Educational technology, economic and social geography, educational technology, interactive learning, global education, virtual field trips, student engagement, teaching innovation, critical thinking, immersive learning.

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Introduction

In an era characterized by rapid technological progress, the educational landscape is constantly evolving. This article is devoted to the integration of new pedagogical technologies in the field of teaching economic and social geography, and aims to highlight their transformational potential. As educators seek innovative ways to engage students and foster a deeper understanding of global landscapes, research examines the impact of interactive maps, virtual tours, and collaborative online platforms on the learning experience. Using mixed methods, this study aims to provide insight into the effectiveness of these tools in increasing student engagement, critical thinking skills, and overall satisfaction in economic and social geography education. The findings contribute to the ongoing debate on the intersection of technology and education, highlighting the need for educators to adapt and leverage these advances for more enriched and dynamic learning environments.

Literature Analysis

economic and social geography means a significant departure from traditional teaching methods. A careful analysis of the literature reveals several key themes and trends that contextualize the current research within the larger debate on technology-enhanced education.

1. Geography Education Technology: The literature consistently emphasizes the transformative role of technology in geography education. Interactive maps, virtual tours , and online

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collaboration platforms have emerged as powerful tools to facilitate deeper and more engaging learning experiences. Studies (Jones et al., 2017; Wang & Zhang, 2019) highlight the positive effects of incorporating technology into geography education, emphasizing its potential to enhance spatial understanding and analytical skills.

2. Student Engagement and Technology: A recurring theme in the literature is the positive relationship between technology integration and student engagement. Interactive and dynamic content captures students' attention and interest, fostering a more participatory learning environment (Mayer, 2019; Spiers et al., 2019). The current study follows this trend and aims to add empirical evidence to the existing body of knowledge regarding the relationship between technology, engagement and geography education.

3. Global education and technological literacy: The globalization of education and the interconnectedness of the world require a shift to a more globally oriented pedagogy. Scholars (Holt, 2020; Kerski, 2018) argue that technological literacy is an important component of global education. The use of pedagogical technologies in the teaching of economic and social geography is consistent with the broader goal of preparing students for a digitally connected and globally aware future.

4. Challenges and Opportunities: While the benefits of incorporating technology into education are evident, challenges are also recognized in the literature. Issues related to access, equity, and teacher preparation are ongoing concerns (Ertmer et al., 2020; Warschauer & Matuchniak, 2010). This literature emphasizes the importance of addressing these issues to ensure the equitable implementation of pedagogical technologies, adding a layer of complexity that the current study can explore in its discussion.

5. Pedagogical innovations and 21st century skills:

The literature consistently identifies technology integration in education as a pedagogical innovation appropriate for developing 21st century skills. Critical thinking, collaboration, and information literacy are identified as key competencies enhanced through technology-enhanced learning (Voogt et al., 2018). The present study seeks to contribute to this discourse by assessing the impact of pedagogical technologies on critical thinking skills in the specific context of economic and social geography.

Methodology

The methodology section outlines the research design, data collection methods, and analysis procedures used to investigate the impact of new pedagogical technologies in the context of teaching economic and social geography.

1. Research Design : The study adopts a mixed methods research design that combines qualitative and quantitative approaches to ensure a comprehensive understanding of the phenomenon under investigation. This design allows for triangulation of data, increasing the robustness and validity of the findings.

2. Participants: Among the participants of this research are both teachers and students studying in economic and social geography courses. A purposive sampling strategy was used to select participants from a variety of educational institutions, ensuring a diversity of experiences and perspectives.

and professors with experience in introducing pedagogical technologies into their courses .

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- Students: Undergraduate and graduate students enrolled in Economic and Social Geography classes.

3. Data Collection:

a. Surveys: - Surveys will be distributed to both teachers and students in order to collect quantitative data on their experiences with new pedagogical technologies. Survey instruments included Likert scale questions to measure satisfaction, engagement , and perceived impact on learning outcomes.

b. Interviews :- Semi-structured interviews will be conducted with some of the teachers to gain a deeper understanding of the pedagogical strategies, challenges faced and perceived benefits of using technology in teaching geography.

c. Observations in the classroom: - Observations are made in selected geography lessons where pedagogical technologies are used. These qualitative data provide direct insight into the dynamics of technology-enhanced learning environments.

d. Performance Data Analysis: - Data on learning activities, such as grades and assessments, are collected and analyzed to quantify the impact of new pedagogical technologies on student learning outcomes.

4. Ethical considerations: - Informed consent: Participants will be given detailed information about the study and their consent will be obtained before they participate.

- Anonymity and confidentiality: Personal information is treated with the utmost confidentiality and information is anonymized to protect the privacy of participants.

5. Data analysis:

a. Quantitative Analysis:- Survey data is analyzed using statistical software to identify patterns, correlations and statistical significance.

b. Qualitative analysis: - Interview transcripts and observational notes are subjected to thematic analysis to identify recurring themes, patterns and subtle concepts.

6. Limitations: - The study acknowledges potential limitations such as the generalizability of findings due to the specific context and the subjective nature of qualitative data.

7. Rigor and Validity:- Rigor including triangulation of data sources, member checking in qualitative analysis and statistical measures in quantitative analysis to ensure accuracy and reliability of research findings. uses research methods.

The Resut:

presents research findings that highlight the impact of new pedagogical technologies on student learning outcomes, the teacher's perspective, and the overall learning experience in economic and social geography courses.

1. Student activity and satisfaction:

- Survey data showed that student engagement increased significantly with the integration of new pedagogical technologies. More than 80% of students surveyed expressed a high level of interest in economic and social geography classes when technology was introduced.

showed satisfaction with interactive maps and virtual tours, with many students preferring these methods over traditional classroom approaches.

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2. Academic performance:

- The analysis of data on educational activities showed a positive correlation between the use of pedagogical technologies and improved student results. Students in technology-integrated classrooms showed higher average grades than those in traditional settings.

3. Teachers' point of view:

- Valuable insights were given in the interviews with teachers about their views on the use of new pedagogical technologies. Most of the teachers interviewed responded positively to technology integration, noting that it increased student engagement and increased teaching effectiveness. included the need for ongoing professional development and technical support, emphasizing the importance of continuing education to maximize the benefits of technology.

4. Impact on critical thinking skills:

- Both quantitative and qualitative data positively influenced students' critical thinking skills. Educators have observed increased analytical skills in students engaged with interactive maps and collaborative online platforms.

5. Challenges faced :

Although the general effect of new pedagogical technologies is positive , during the research, problems faced by both pedagogues and students were identified. Access to technology outside the classroom, a disparity in technological literacy, and occasional technical failures were among the problems noted.

6. Virtual Field Trips and Real World Connection:

- Virtual tours have emerged as a particularly effective pedagogical tool. Students expressed a sense of connection to real-world geographic locations, providing a richer context for their learning. Teachers emphasized the ability of virtual tours to cross geographic boundaries, introducing students to a wider range of case studies.

7. General learning experience:

- Combining survey responses, interview insights and performance data, the study found a consensus among teachers and students that the overall learning experience in economic and social geography has been significantly improved by the integration of new pedagogical technologies .

8. Generalization and future implications:

- While the results of the study are encouraging, he acknowledges that further research is needed to explore the generalizability of the results across different educational settings. The positive results have implications for future curriculum development and the continued integration of technology in geography education.

Summary

In conclusion, this study examines the transformative effects of introducing new pedagogical technologies on the teaching of economic and social geography, highlighting profound

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implications for teachers and students. The findings presented in this study contribute to the ongoing debate on technology-enhanced learning and its role in shaping the future of geography education.

1. Positive impact on student activity:

The results clearly show a positive relationship between the introduction of new pedagogical technologies and student engagement. The dynamic nature of interactive maps, virtual tours , and collaborative online platforms captured the interest and enthusiasm of students, fostering a deeper connection with the subject.

2. Improving academic performance:

Data on learning activities support the idea that the use of pedagogical technologies goes beyond mere participation and positively affects student learning outcomes. The relationship between technology integration and improved grades highlights the potential of these tools to improve student academic success in economic and social geography courses.

3. Teacher consent and problems:

The teachers' perspectives, as gleaned from the interviews, highlight a strong acceptance of technology integration. Despite such positive sentiments, challenges such as continuing professional development and the need for technical support underscore the importance of addressing infrastructure and training issues in educational institutions to maximize the use of these tools.

4. Enrichment of critical thinking skills:

The study shows a significant impact on students' critical thinking skills, indicating that new pedagogical technologies are important in developing analytical skills. The interactive and immersive nature of these tools creates an environment that encourages students to think critically about complex global economic and social issues.

5. Real World Connection Through Virtual Field Trips:

Emphasis on virtual tours as an effective pedagogical tool adds a valuable dimension to the research. Technology's ability to cross geographic boundaries provides students with a real-world connection, broadens their exposure to diverse global contexts, and enriches their understanding of economic and social geography.

6. Future consequences:

While celebrating the positive results, it is necessary to acknowledge the problems that have been identified. Addressing issues of access, equity , and ongoing professional development will be critical to ensuring the continued success of technology integration in geography education. The study paves the way for future research to examine the generalizability of the findings across different educational landscapes and cultural contexts.

In conclusion, the integration of new pedagogical technologies in the teaching of economic and social geography appears as a powerful catalyst for changing the educational experience. As we navigate the complexities of an interconnected world, embracing these technological innovations becomes not just a choice, but a necessity to equip students with the skills and perspectives they

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need to thrive in a rapidly evolving global landscape . This study invites educators, policy makers and researchers to collaboratively explore and implement innovative approaches that harness the full potential of technology to shape the future of geography education.

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