

## GEOGRAPHY AND GEOGRAPHICAL (GLOBAL) THINKING

### GEOGRAFIA E PENSAMENTO GEOGRÁFICO (GLOBAL)

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#### **Abstract:**

Geography as a science and as a discipline has a huge cultural and creative potential. It can be expressed through the use of modern didactic methods and techniques to prepare for solving existing problems and contradictions in our dynamic age. The spatio-temporal dynamics of modernity imposes geographical culture as an important component of the general one.

Successes in the development of a science are closely related to the importance it has for the development of a certain country, ie. It has national significance. It is especially important to use geographical knowledge in difficult situations - recovery from major natural disasters, military, political or economic crises. The geographical research plays an important role in national decision-making, concerning: the best use of the national resources; forecasting the consequences of construction of various technical facilities; improving transport, economic and communication links between regions and many others.

Geography as a territorial-spatial science, studying the complex interactions in the system "nature - society - economy", has its own unique view of the problems caused by the increasingly aggressive anthropogenization. The geographical education presupposes the acquisition of knowledge, the formation of skills and the composition of patterns of behavior for the objective perception and assessment of the reality in global, regional and local aspects.

The goal is the formation of geographical culture, personal development, social adaptation and realization. The selection and structuring of the curricula must follow the logic and achievements of geography as a science, be consistent with the psycho-physiological age characteristics of the students, and be in a system (traceable logical interconnections within one course and between all courses).

**Keywords:** geography, geographical thinking, geographical culture, ecological education, interaction in the nature-society-economy system

#### **Resumo**

A Geografia como ciência e como disciplina escolar tem um enorme potencial cultural e criativo. Este, pode ser expresso através do uso de métodos e técnicas didáticas modernas para preparar os alunos para a solução de problemas e contradições existentes nos nossos dias. A dinâmica espaço-temporal da modernidade impõe a cultura geográfica como componente importante da cultura geral.

Os sucessos no desenvolvimento de uma ciência estão intimamente relacionados com a importância que ela tem para o desenvolvimento de um determinado país, ou seja, tem importância nacional. É especialmente importante usar o conhecimento geográfico em situações difíceis - recuperação de grandes desastres naturais, crises militares, políticas ou económicas. A pesquisa geográfica desempenha um papel importante na tomada de decisões nacionais, no que diz respeito, por exemplo, à melhor utilização dos recursos nacionais; prever as consequências da construção de várias instalações técnicas; melhorar os transportes, as ligações económicas e de comunicação entre as regiões e muitas outras.

A Geografia como ciência territorial-espacial, ao estudar as complexas interações no sistema "natureza - sociedade - economia", tem uma visão própria e singular dos problemas causados pela antropogenização cada vez mais agressiva. A educação geográfica pressupõe a aquisição de conhecimentos, a formação de habilidades e a composição de padrões de comportamento para a percepção objetiva e avaliação da realidade nos aspectos global, regional e local.

O ensino da Geografia tem como objetivo a promoção da cultura geográfica, o desenvolvimento pessoal, a adaptação e a realização social. A seleção e estruturação dos currículos devem seguir a lógica e as conquistas da geografia como ciência, ser consistente com as características psicofisiológicas da idade dos alunos e estar inserida num sistema (interconexões lógicas rastreáveis dentro de um curso e entre todos os cursos).

**Palavras-chave:** geografia, pensamento geográfico, cultura geográfica, educação ecológica, interação no sistema natureza-sociedade-economia

## 1- Introduction

*“For the development of science, it is necessary in any given age, not so much that people should think in general, but that they should be able to concentrate their thoughts on those parts of the science, for which at the particular time developments will be necessary”.*

James Maxwell

*“To see something clearly, it is often enough just to change the direction in which you look”.*

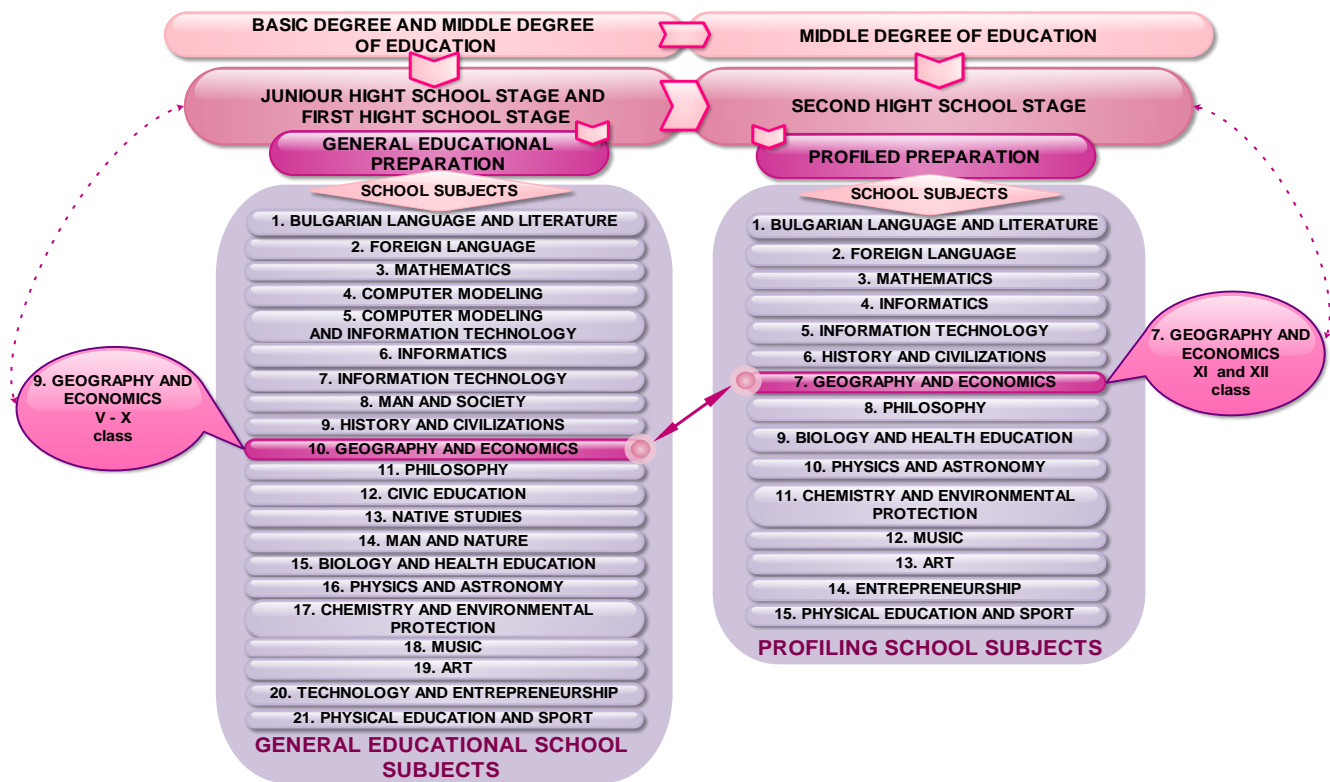
Antoine de Saint Exupery

Education is a national priority, which is implemented with specific principles and goals of the school education, based on fundamental and didactically conditioned processes for training, upbringing and socialization. (ZPUO, 2015, 1 - 2) The main priorities of the school geography education are socialization, humanitarianization, economization, regionalization, ecologization, integration, technology, digitalization, informatization, globalization, and interdisciplinary. Priority of the geographic education as a basic general educational subject (*geography and economics*) in school in conditions of educational reform, military-political actions and changes in Europe and global problems are geopolitics, geoeconomics and geoecology - examples of geographic praxeology. In modern realities, geosocial, geocultural, geotechnological, geoinformational, and other dimensions stand out. Prior to the practical rationality of the geographical knowledge, there is the priority of adapting the learning content to the age characteristics of the students, as well as the promotion of independence and thinking (ZPUO, 2015, 50). The logical projection of geographical science and modern geographical knowledge and achievements needs to be transferred to the educational environment objectively and on time, because *„geographical education is a matter of the geographical culture of every person”* (Suhorukov, Suslov, 2021, 58).

A compulsory general educational and profiled school subject in the Bulgarian school and under the new realities remains - **Geography and Economics**, as one of the 21 school subjects of the compulsory general educational preparation and one of the 15 school subjects of the profiled preparation - fig. 1 (Ordinance No. 5, 2015, 2; Draganova, 2021, 68; Ordinance No. 7, 2016, 2; Dermendzhieva, Draganova, 2022, 18). The two types of preparation, on the one hand, are independent units based on the new educational structure, stages and degrees (two educational stages of the secondary education degree, but with different procedural affiliations in relation to the type of preparation), but on the other hand, there

is a narrow-content and subject-organized, hierarchical and specific structure and ratio between general educational and profiled preparation in geography and economics. In this context of hierarchy by structure, content, stages of secondary educational degree, vertical synthesis is recognizable, compulsory and part of the classical subject system with traditions in the Bulgarian system (Dermendzhieva, Draganova, 2022, 18).

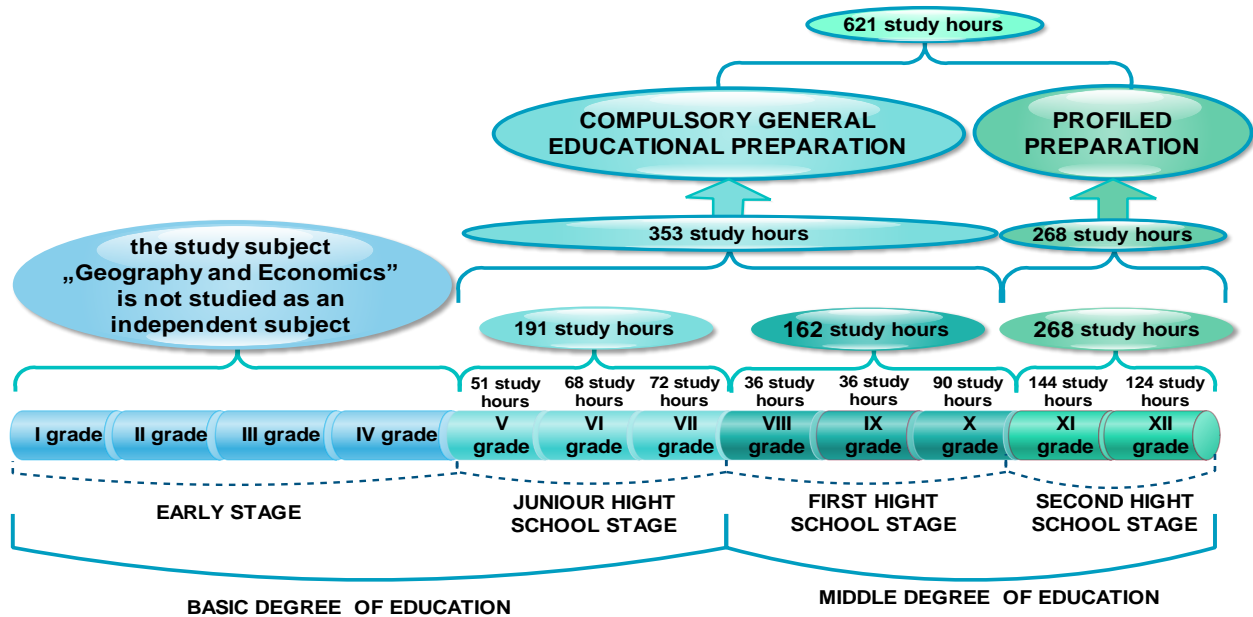
According to the framework learning plan for general education as an official state document and an expression of the educational policy, the place of the school subject *Geography and Economics* started as an independent one from the Vth grade. The last class of the compulsory general educational preparation in geography and economics is in class X with a **total horary of study hours for the entire school cycle of 353 study hours**.



**Figura 1:** Macro framework of the place of the study subject *Geography and Economics* in the school system of general educational and profiled preparation. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022, 18).

In the structure of the learning plan, two cyclic horariums for the three academic years and classes at the two educational stages stand out: junior high school stage - 191 study hours and first high school stage - 162 study hours. The vertical continuation of the development of the school subject, based on the profiled preparation, forms a common horary for the two academic years and the class of **268 study**

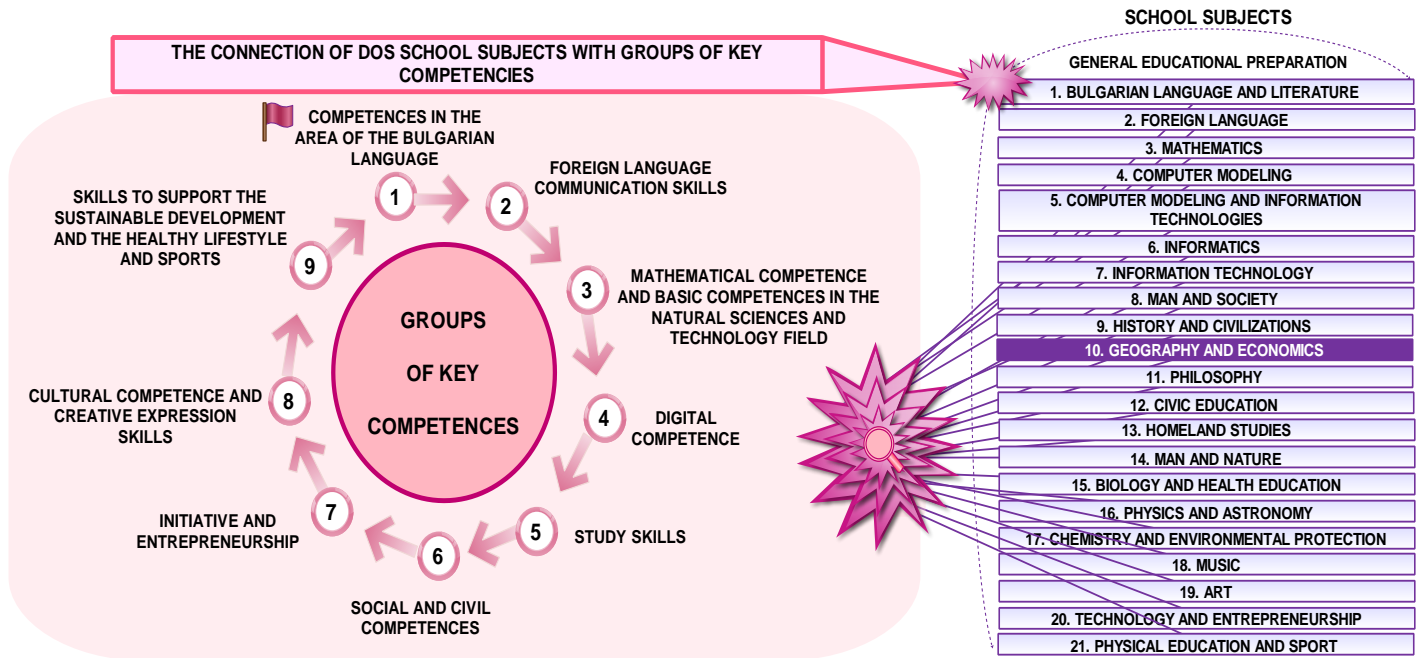
hours (Fig. 2). The macro-model of the life cycle of horary study hours in *geography and economics* in the Bulgarian school in a continuous cycle of compulsory training in the general educational preparation, with a basic framework plan and approved profiled preparation is **621 study hours** (Fig. 2).



**Figura 2:** Macro-model of the life cycle of the continuous training in „Geography and Economics” by horary hours, classes, preparation, educational stages and degrees in the Bulgarian school.  
Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

Since the beginning of the educational reform in Bulgaria - 2016, against the background of global co-evolution, a complete change, modifications and transformations of existential and conceptual educational strategies and ideas, conditioned by the foundations of the school educational traditions in the Bulgarian school, is underway. The globalization processes and the global educational problems and trends are an invariable part of the educational policies in the country, without which the geographical education and the geographical picture of the world cannot be interpreted realistically and truthfully.

In the course of the whole school training in Bulgaria, general educational preparation in all school subjects, including *Geography and Economics*, is normatively and procedurally composed into 9 groups of key competences that validate interdependencies. and interrelationships, with a clearly determined scope of „*knowledge, skills and attitudes, necessary for the personal development of the individual throughout his life, for the construction of an active civic position and participation in social life, as well as for his suitability for realization on the labor market*” - fig. 3 (Dermendzhieva, Draganova, 2022, 63; Ordinance No. 5, 2015, 1 - 2). Or DOS for general educational preparation is a set of requirements for the results of the training in geography and economics and determines the competences for knowledge, skills and attitudes at the end of each educational stage of the relevant educational degree.

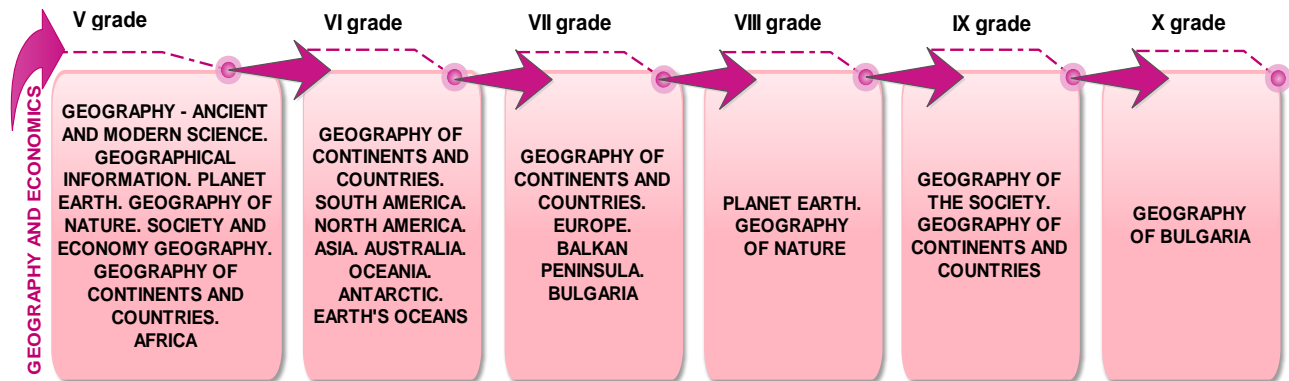


**Figura 3:** Groups of key competences and the study subjects of general educational preparation in the Bulgarian school - normative framework. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

## 2- The geographical culture and components in a normative cut

After the educational reform in Bulgaria, the preschool education includes a unity of critical thinking, logical and logical-mathematical thinking, visual-figurative thinking, as well as „*thinking, which especially in childhood is associated with fantasy and imagination*”, activating and developing „*not just any skills for the reproduction of facts, and the uninhibited thinking of children*” (Ordinance No. 5, 2015, 16, 20, 34). The geographical culture is formed already in preschool and in parallel in school education through integrative connections and interactions, interdependencies and subject primary and secondary synthesis. Such school subjects that lay the integrative foundations of geographic education, geographic culture and thinking, language and behavioral models, build the foundations of social and civic competences are *Native Studies, Man and Society, History and Civilizations, Philosophy, Civic Education* (Ordinance No. 5, 2015, 2).

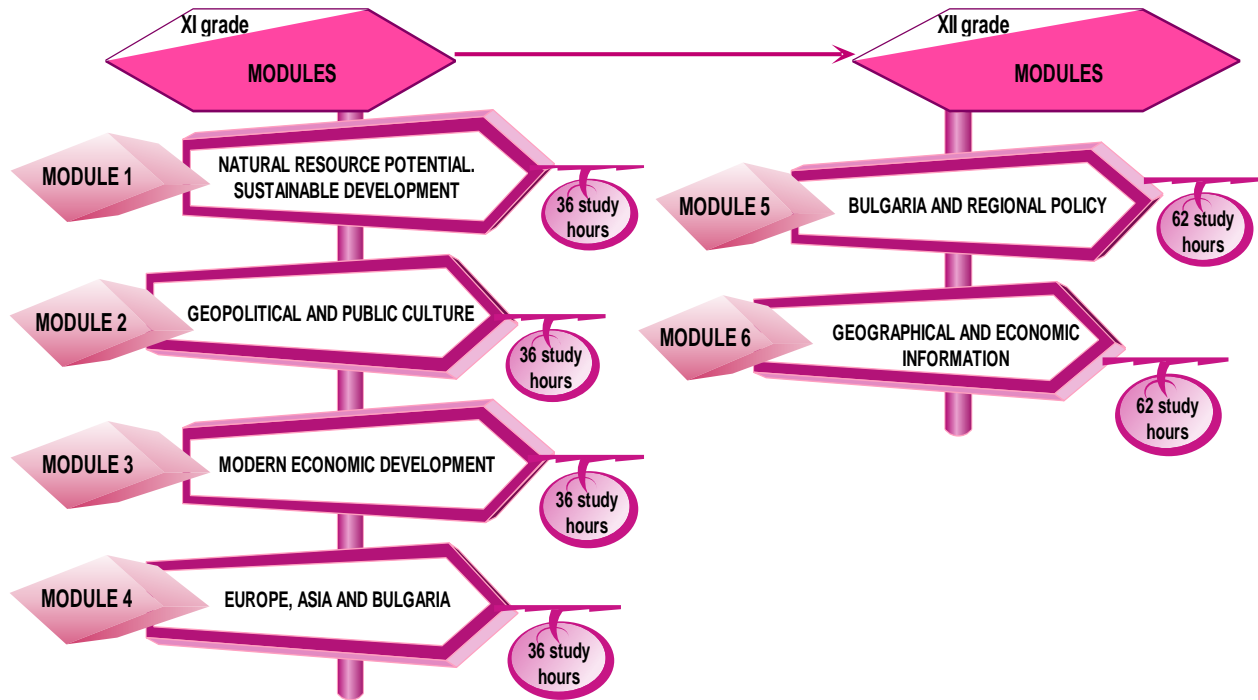
The school subject „Geography and Economics” is studied in the general educational preparation from grades V to X and in the profiled preparation in grades XI and XII according to State Educational Standards for both types of preparation. The training of geography and economics in compulsory preparation from V to X grades is constructed through a mixed model of the educational content - fig. 4 (Dermendzhieva, Draganova, 2022, 14).



**Figura 4:** Structure-content model of the training in geography and economics in the compulsory preparation according to the school curricula (curricula 2016, 2017, 2018, 2020). Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

The requirements for the training outcomes of the school subject *Geography and Economics* - general educational preparation or DOS introduce the specific goals for both educational stages and degrees with the formation of the „*geographic culture of students as part of their general culture for orientation and for reasonable activity in the geographical space of global, regional and national level*” (Ordinance No. 5, 2015, 72, 74).

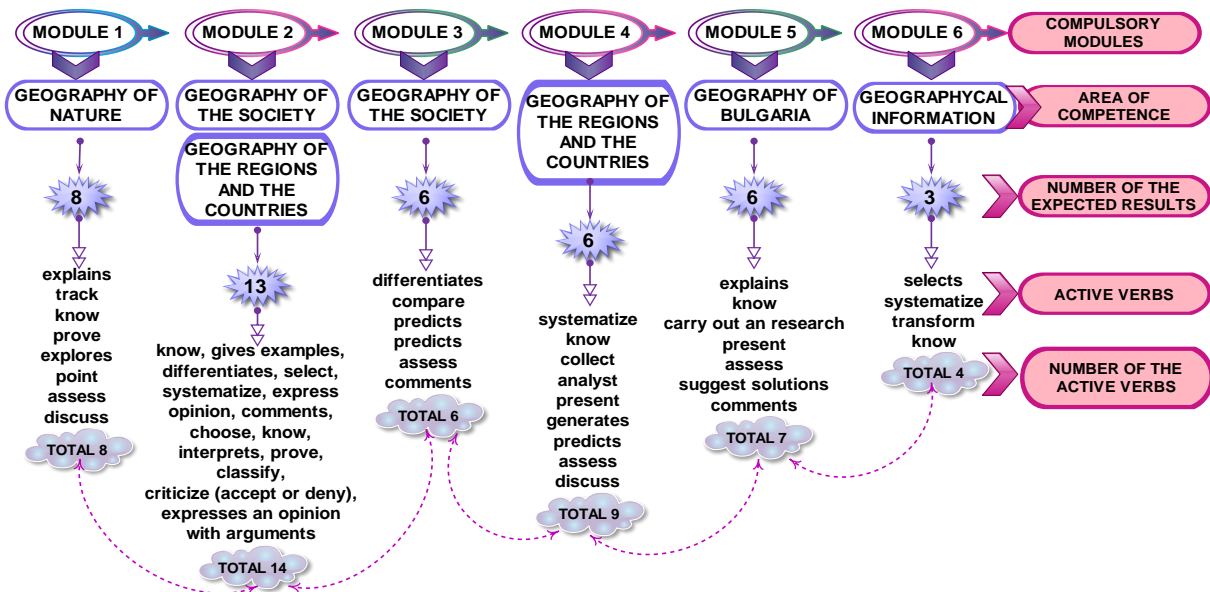
The study subject *Geography and Economics*, as profiled for the classes of the second high school stage, consists of **compulsory** and **optional modules**, and each module is an independent part of the relevant profile school subject. The compulsory modules are determined by the state educational standard (DOS) and are introduced into the training process through approved curricula for the compulsory modules by the Minister of Education and Science. The optional modules ensure the acquisition of competencies defined in curricula that are developed and approved at the level of the school director (Ordinance No. 7, 2016, 5; Dermendzhieva, Draganova, 2020, 27 - 28; Dermendzhieva, Draganova, 2022, 203). The compulsory modules for the second high school stage in geography and economics are a total of 6, distributed to the two high school classes XI and XII (Fig. 5).



**Figura 5:** Model of the profiled preparation in geography and economics by compulsory modules at the second high school stage according to the school curriculum. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022, 18).

Each compulsory module of the geography and economics training contains the expected outcomes for knowledge, skills and attitudes – 42 in total, generally covering one competence area at a time, with the exception of module 2 which covers two competence areas – *Geography of Society* and *Geography of the regions and countries* which are independently the focus of Module 3 and Module 4 (Fig. 6). The expected results are determined by active verbs - a total of 48, but with different repetitions and a predominant main function of the required action - productivity (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, 2021, 620; Curricula profiled preparation, 2018). The areas of competence are transferred from the same ones under DOS, but for the compulsory training from V to X grades.

The requirements for the training outcomes of the study subject *Geography and Economics* - profiled preparation or DOS introduce the specific goals for all six compulsory modules with the development of „geographical culture for understanding and reasonable activity in the geographical space” (Ordinance No. 7, 2016, 67; Dermendzhieva, Draganova, 2022, 68). One of the compulsory modules is entitled „Geopolitical and public culture”, and the consecutive number is an expression of the importance and complexity of geographical knowledge, skills and competences in training for an objective geographical picture of the world.



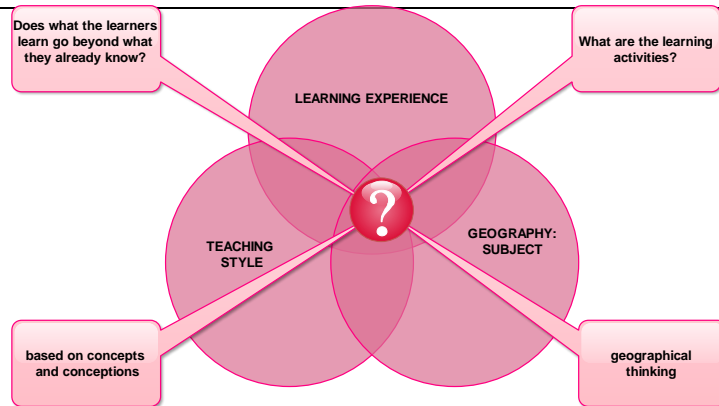
**Figura 6:** Graphical model of the compulsory modules, expected results and active verbs for the profiled training in geography and economics of DOS. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

Geographical culture in the school training environment expands and builds, deepens and complicates, develops to a degree of perfection reached when mastering geographical knowledge and experience, skills and competences. Geographical culture is defined, on the one hand, as a means of transforming the geographical environment, and on the other hand, transforming „people as forming geographical values. It is the basis of the structuring of the content of modern geographical education” (Dermendzhieva, 2021, 160; Dermendzhieva, 2022, 2114).

Geographical culture is a potential litmus of modern Bulgarian education. Its color saturation is the indicator of hope and the romantic-nostalgic belief that traditions imply prosperity. In the indicated space, the use of the activity is particularly favorable, in which the following are considered significant: *the development of creative abilities and activation; the optimal use of „group potential”; the stimulation of critical and creative thinking; creating an atmosphere of openness and cooperation; the centering towards learning through search, discovery, group orientation* (Dermendzhieva, 2021, 360).

In this way, key educational competences are decomposed at the level of educational areas and school subjects for each level of education. In addition to being the basis of general education training, they are a basis for acquiring social experience and personal qualities, they have a direct projection on the main activities of the student, allowing him to expand his social experience, to acquire skills for life and for practical work in the modern world society (Fig. 7).





**Figura 7:** Structural constructs/aspects of the geographical educational environment at school. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

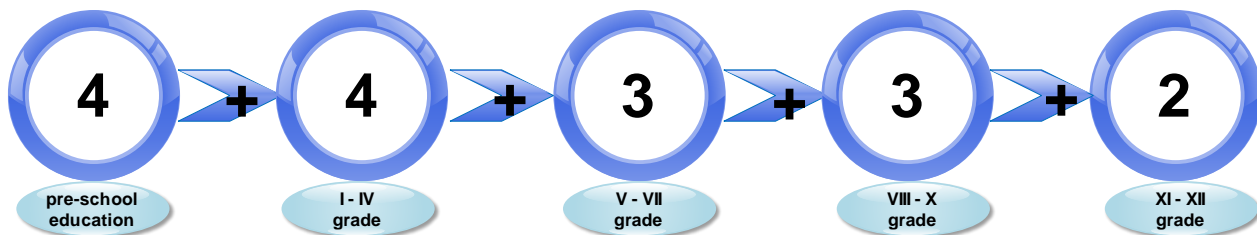
Geographical culture contains in a conceptual connection and as a component - ecological education, ecological culture, ecological awareness and ecological behavior in an indivisible integrative synthesis to preserve the ecological balance and with global consequences in the world. The study of the normative planes between geography and ecology, scientific research and fundamental foundations, define interdisciplinary and integrative training as a function of social activity and necessity and realities with clearly proven in science scientific-theoretical and practical-applied foundations and content frameworks (Draganova, 2020, 149). The unifying goal for geographic and environmental education is to know and observe the „*norms of ecological culture and behavior with a view to nature conservation and creating a sustainable environment*”, which are introduced through institutional policies (Ordinance No. 13, 2016, 2).

Institutional policies to support environmental education are aimed at knowledge of environmental laws and reasonable use of natural resources, environmental protection and building and maintaining a democratic school organizational culture to promote compliance with shared rules, procedures, traditions and collective values (Ordinance No. 13, 2016, 7). Geographical and ecological culture is part of the democratic school organizational culture or part of the strategic goal of school geography - a human and pedagogical norm. Institutional policy can implement polycentric or monocentric support and institutional strategy towards civic, health, environmental and/or intercultural education with established specific approaches and ways of organizing internal processes and activities for their implementation (Draganova, 2020, 152). Strategic priorities also include supporting students' initiative and participation through age-appropriate inclusive democratic practices that require geographic and ecological culture, thinking and behavioral patterns for sensible activity in space.

The geographical culture in the 21st century of an information society and a huge information flow, of a continuously and dynamically changing geographical environment and spatial areas determines the categorical necessity of the personal interaction of man with his surroundings on different levels and multivariate directions. Therefore, geographic culture is a part of the general culture for understanding and

reasonable activity in the geographic space, for individual perfection with geographic information or geographic informational (digital) culture „for receiving, decoding, preserving, processing, systematizing, creating new knowledge, transmitting it under the form of information and its practical use” (Dermendzhieva, 2021, 163; Dermendzhieva, Sabeva, Dimitrova, 2010, 21). The thesis of working with geographic information in relation to active activities can be supplemented with receiving, independent acquisition of geographic information and information from various sources, generation, identification, localization, interpretation, presentation. The generation of geographic information implies thought processes for modification, reconstruction, prediction and design to create new models and structures in forms of presentation, freed from boundaries - different forms (Dermendzhieva, Draganova, 2022, 70, 100, 185).

In the system of pre-school and school education, after the educational reform in the Bulgarian school, a general structural model of integrated and independent geographical education was formed, including ecological education OSM=4+4+3+3+2, and in its quantitative framework the general education and the profiled preparation in geography and economics has a reduced geographical structural model GSM=3+3+2 (Fig. 8).



**Figura 8:** General structural model of integrated and independent geographical and environmental education in Bulgaria. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

## 2.1. Retrospective models of geographic culture in the training and in the context of geographic thinking - structural-content aspects and concepts

D. Kostov in the first *Training Methodology in Geography* explores and presents geographical observation as an independent educational value, in which students learn to look and think geographically, with each student „comprehending the uniqueness of each landscape, their characteristic features, their differences from others, the causes and connections between phenomena” (Kostov, 1934, 27). According to D. Kostov, the constant study of reasons exercises the mind and helps the student to navigate the world, as well as brings school closer to life. The thesis has been proven that by studying the native country and, subsequently, the more distant lands, the mental horizon of the students expands,

they learn to think logically, the mental horizon expands, and they learn observation and conscious attitude to the environment, developing curiosity (Kostov, 1934, 28 - 29).

The definition of geographical thinking by N. Baranski remains classic, and in the modern dynamic development of geographical science, it is cited as the primary source for the essence and importance of geographical education: *„geographical thinking is thinking that is bound to the territory, placing its judgments on the map, and second, complexly connected and not closed within one „element” or one „branch”* (Baranski, 1980, 163). Two of the fundamental characteristics of geographical thinking - territoriality and complexity - were introduced, which were subsequently proven and further developed by other learned geographers.

According to V. Maksakovski, the understanding of the majesty and beauty of nature as a source of spiritual strength and morality is accessible to people who possess geographical culture. He states that the school reform of the 90s of the XX century *„reveals the essence of the cultural approach and affirms that the idea of geographical culture was built into the basis of the new geography programs”* (Maksakovski, 1998, 257). The thesis is defended that geographical culture presupposes the mastery of specific geographical thinking.

According to M. Pechevski, an important educational task in training geography is the development of students' mental abilities and emphasizes the purposeful development of thinking. The thesis is defended that *„students should observe, think, search for and explain themselves the reasons, connections and mutual conditioning of the studied phenomena and processes, make characteristics for objects on maps”* (Pechevski, 1958, 34 - 35; Pechevski, 1965, 24 - 25). M. Pechevski commented that the diverse work provokes the mental activity of the students to compare, analyze, summarize, draw conclusions, check the generalizations and conclusions in practice. Supports N. Baranski's thesis that geographical thinking is characterized by two main features:

- ⇒ The geographical thinking is related to the map and bases its judgments on the map;
- ⇒ The geographical thinking is complex - thinking that is not limited to one natural element or one branch of the economy, but considers them in their connections and conditions (Pechevski, 1958, 35; Pechevski, 1965, 25).

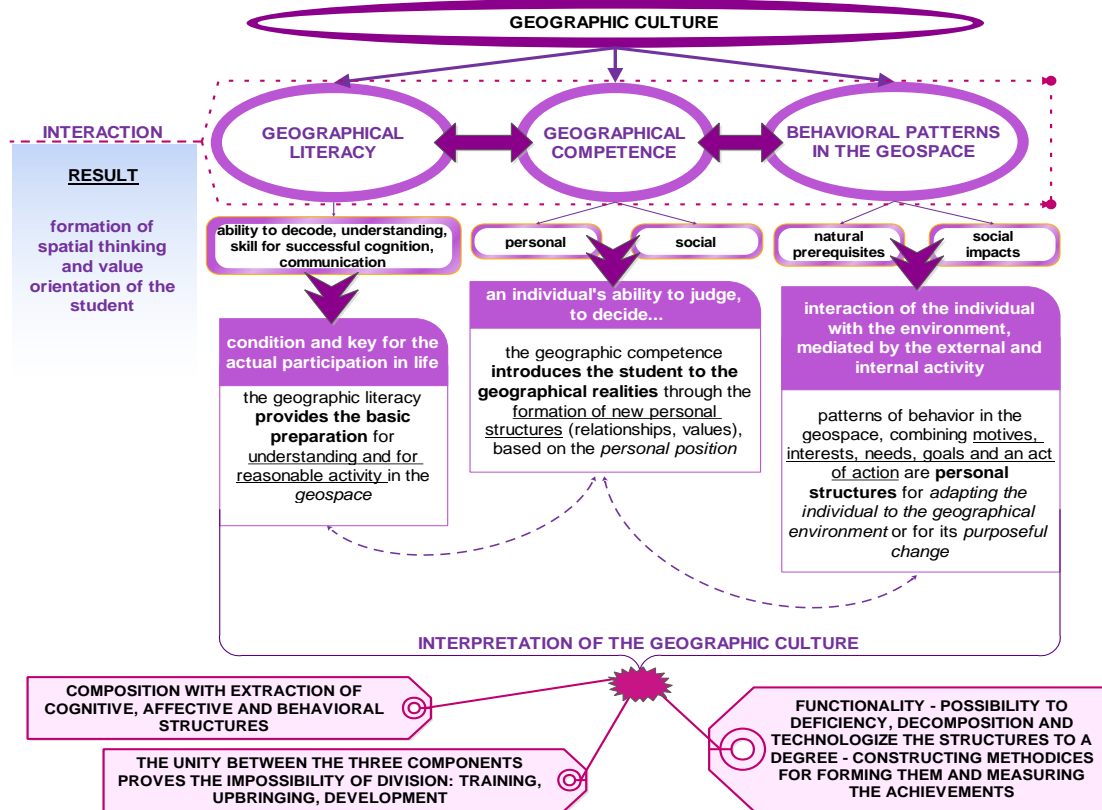
R. Gaytandzhieva affirms and proves the thesis that the concept as a logical form of thinking reflects the internal signs and properties of things from the material world, gives knowledge about the general (Gaytandzhieva, 1983, 14, 16). The geographical thinking in the process of forming concepts in the educational process, because *„it presupposes a deep-thinking activity, at the basis of which are the logical operations of analysis, synthesis, comparison, classification and especially abstraction and generalization”* (Gaytandzhieva, 1983, 26). The development of geographical knowledge takes place in parallel with the general cultural development of humanity, and the goals of geographical education are related to the concept of „geographical culture” (Gaytandzhieva, 2000, 75, 119). R. Gaytandzhieva thoroughly researches the definitions, essential and substantive characteristics of geographical culture

with clearly distinguishable critical remarks in the analysis of the problem for the purposes of teaching geography in a private didactic plan and presents author's sub-models with the following specifics of geographical culture (Fig. 9):

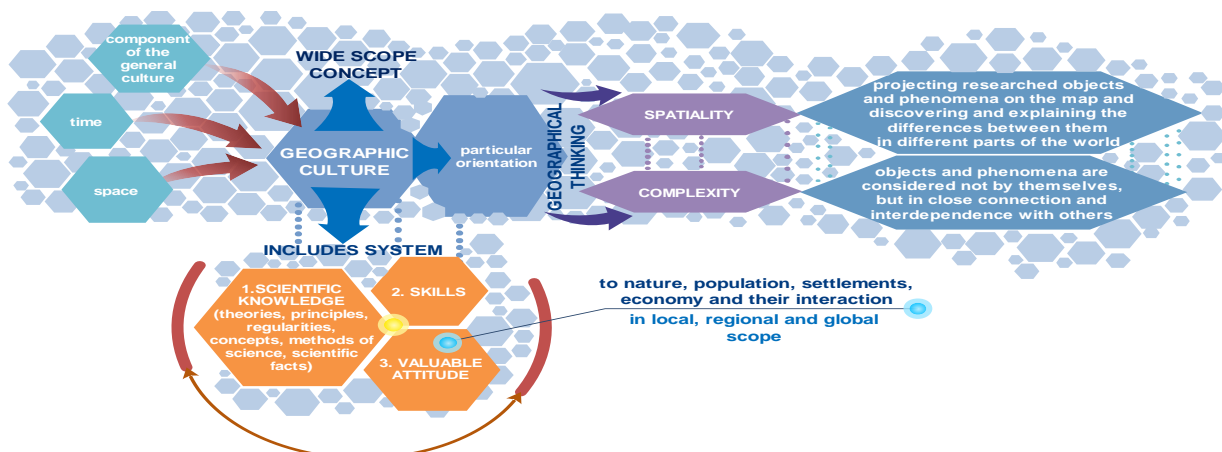
- The geographic culture as a set of three main components: geographic literacy, geographic competence, patterns of behavior in geospace (Fig. 9);
- A key position is the formation of the students' geographical culture as a personal entity;
- Geographic culture is the creation and assimilation of values, a set of activities of a higher order, in which the spirit of the individual is embedded and manifests itself most vividly in his behavior;
- Unique lifestyle of a certain group of people - communicative knowledge, learned behavior shared by the participants in the social group;
- The geographical culture develops throughout a person's life, and at school its foundations are formed, a support for students in understanding and reasonable activity in the geographical space at all levels, including for its enrichment;
- Geographical culture is part of the student's general culture – it is not formed in isolation, but in unity with other subject areas (Gaytandzhieva, 2000, 123).

According to D. Kanchev, an irrevocable component of the students' general culture is their geographical culture as the goal of training, which changes in time and space, because the goal is a dynamic category. The definition of geographical culture is presented as a particular orientation of thinking and aims „to build a scientifically objective geographical picture of the homeland, the country and the world in which we live - infinitely interesting, beautiful and diverse” (Kanchev, 2000, 44 - 45). The conceptual model is oriented around two main features of geographical thinking - spatiality and complexity, but not only because the concept of „geographical culture” is broad (Fig. 10).

L. Tsankova describes the different opinions regarding the content of the concept of „geographical culture”, relating it to the main goal of geographical education and determines that its formation is „part of their common culture... and is formed throughout a person's life, and in school only its foundations are laid” (Tsankova, 2005, 29).



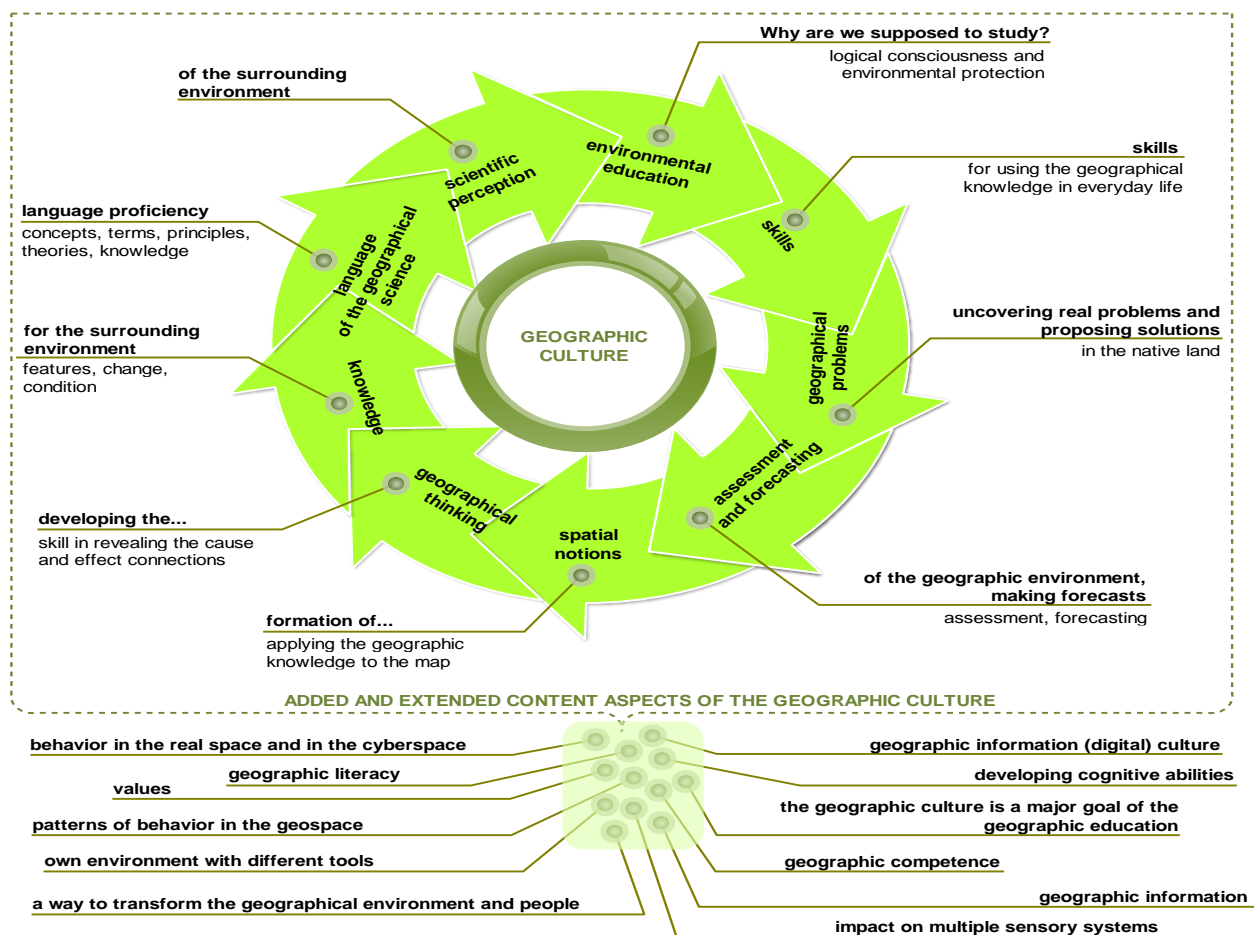
**Figure 9:** Conceptual model of the geographical culture according to R. Gaytandzhieva. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).



**Figure 10:** Conceptual mode of the geographical culture and thinking according to D. Kanchev. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022, 18).

## 2.2. Modern models of geographical culture in teaching and in the context of geographical thinking - structural-content aspects and concepts

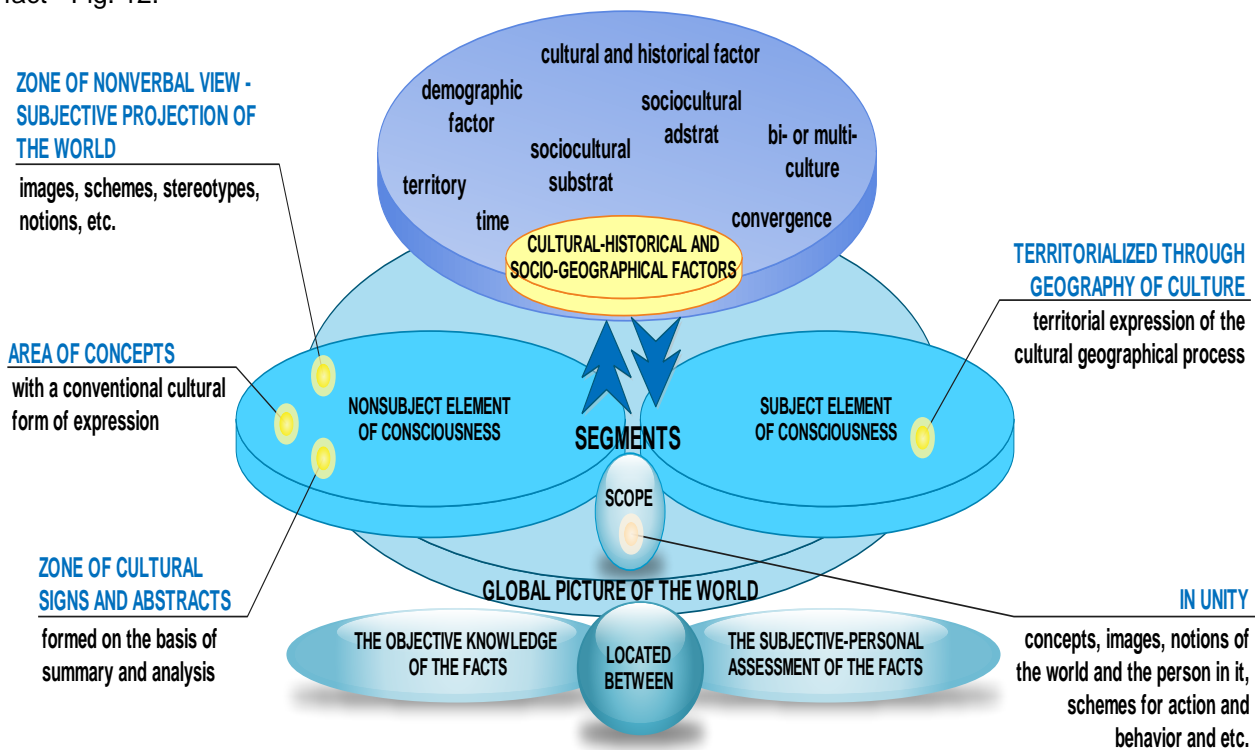
According to P. Lazarov, the formation of the geographical culture among students is the main goal of geography teaching as part of their general culture „by mastering the scientific foundations of geography - general and regional, by revealing the interaction of man with nature and the social environment with a view to public needs” (Lazarov, 2009, 36). The thesis that geographical education is a carrier of contributions in relation to the cultural development of students, the formation of ecological upbringing and a caring attitude towards the environment, social activity in public, economic and cultural life, a sense of responsibility towards society and its future is presented and commented on. (Lazarov, 2009, 38). P. Lazarov identifies and describes the tasks of the teaching methodology in geography, specifying that through the implementation of the tasks, the main goal of the teaching in geography is realized - building an initial geographical culture, as part of the general culture of the students.



**Figura 11:** Generalized model of geographical culture according to S. Dermendzhieva, P. Sabeva, B. Dimitrova. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022, 18).

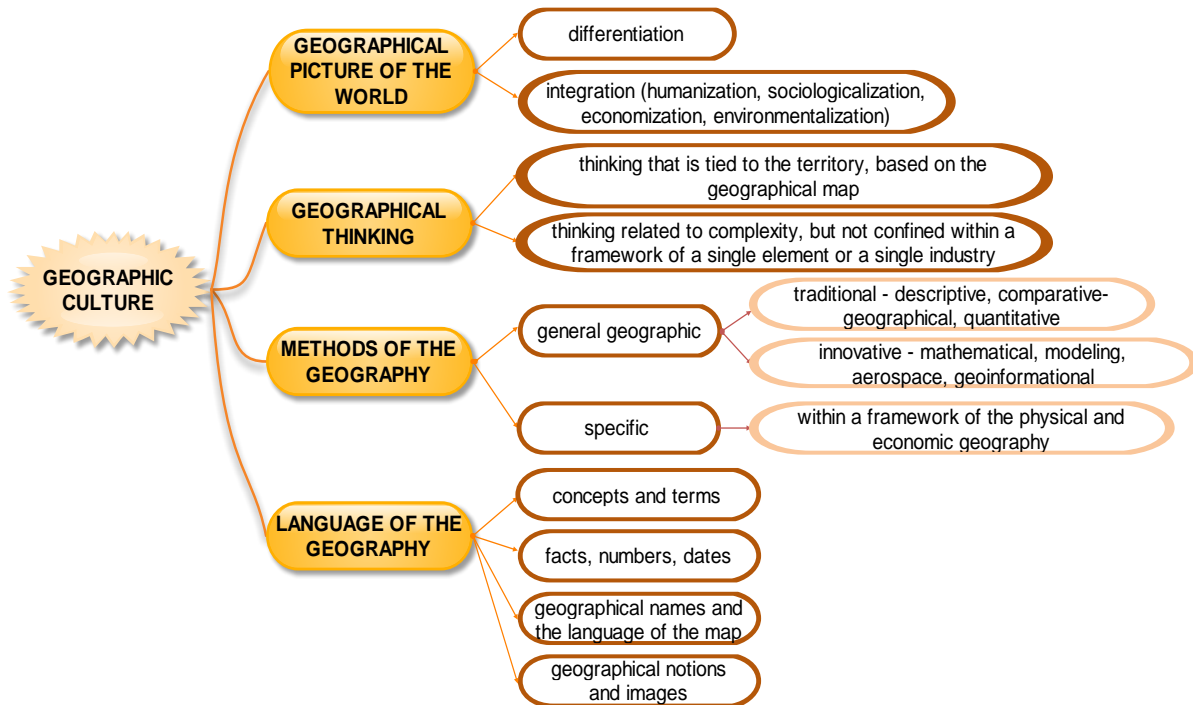
In the modern development of the training methodology in geography, the role of geography in the formation of the general culture of the person is increasing more and more (Dermendzhieva, Sabeva, Dimitrova, 2010, 20 - 21). The achievement of geographic education goes through the assimilation of geographic knowledge, geographic culture, skills, developing cognitive abilities and value attitudes. The overall process of expanding the conceptual interpretation of the term „geographical culture” includes many and various directions of content vision - values, geographic space, reasonable activity, geographic problems, geographic information, etc. – Fig. 11.

According to A. Dermendzhiev, the geographical picture of the world is the unique image of the complex and vast reality, which is imperceptibly „born” and „grows” in our consciousness, but also identical to each individual outlook, imprint of culture on individual consciousness or is a product of personal world perception (Dermendzhiev, 2018, 23 - 24, 222; Dermendzhiev, 2022, 2729). A model of the geographical picture of the world is represented as segments and zones, and as a result of the structural organization it represents a complex system of ideas that form the inner form of each cultural fact - Fig. 12.



**Figura 12:** Modern model of geographical culture in the context of the global picture of the world according to A. Dermendzhiev. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

According to G. Samigullina, the highest manifestation of human education and professional competences is culture, and geographical culture is situated on four main components - 1) geographical picture of the world, 2) geographical thinking, 3) methods of geography and 4) language of geography (Samigullina, 2020, 9). The model of geographic culture is distinguished by branching, defending the thesis of the connection of geographic education with environmental education in conditions of global environmental crises, the importance of the concept of sustainable development, which essentially contain fundamental geographical knowledge (Fig. 13).

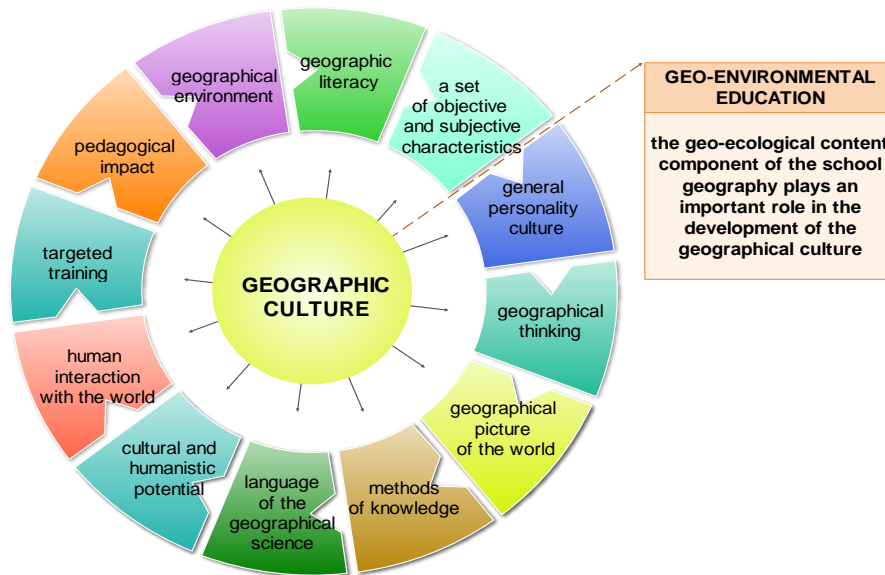


**Figura 13:** Modern model of geographical culture according to G. Samigullina. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

According to E. Tamozhnyaya, M. Smirnova and I. Dushina, the mastery of geographical culture is the result of both the personal interaction of a person with the world, and in the process of targeted learning, or geographical culture is „a result of pedagogical impact, a set of objective and subjective characteristics, the basis of which is the value attitude to the geographical environment” - fig. 14 (Tamozhnyaya, Smirnova, Dushina, 2021, 13). The thesis is defended that geographical culture serves as a basis for compiling the content of modern school geography, because it is a carrier of values, opportunities for getting to know oneself and for everyone to find their place in this complex world, to live in internal and external harmony - with oneself and nature, with people on the Earth, as well as to develop the personality as a whole: the person - inhabitant of the planet Earth, the person - citizen, the person - worker, the person - researcher, a person with high morality, culture, value attitude. Geographical culture



as a long and comprehensive process is closely related to geoeological education, because its development has a great role for the existence and dynamic processes of development of the interaction in the system *nature - society - economy* (Tamozhnyaya, Smirnova, Dushina, 2021, 14 - 15).



**Figura 14:** Modern model of geographical culture according to E. Tamozhnyaya, M. Smirnova and I. Dushina. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

Geographical culture is characterized by specific signs that underlie the formation of scientific knowledge about the surrounding geographical environment, in which interacting and interpenetrating objects, processes and phenomena occur in the geospheres of the planet, on which geographical and ecological education is based - Fig. 15.

1	scientific perception of the world	6	ecological education, ecological consciousness, striving to preserve and improve the geographical environment and its components as a basis for the existence of the society
2	language proficiency of the geographical science - concepts, terms, names, principles, theories	7	competences for using the geographical knowledge and skills in practice, in everyday life
3	knowledge of the surrounding geographical environment - features of its change and condition	8	ability to identify real geographic problems in the immediate environment and seek optimal solutions for emerging geographic situations
4	development of the geographical (analytical) thinking related to the ability to determine cause and effect connections	9	ability to assess and forecast the features in the development of the geographical environment, drawing up short-term forecasts
5	development of spatial notions, skills to transfer the geographical knowledge to a map		

**Figura 15:** Characteristics of geographical culture according to E. Tamozhnyaya, M. Smirnova and I. Dushina. Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

According to V. Suhorukov and V. Suslov, geographical culture is a special type of reflection of geographical reality - geographical thinking, as they perceive and develop modern aspects through N. Baranski's definition of thinking, but give a modern interpretation and perusal of classical geographical thinking based on four main features: 1) territoriality; 2) complexity; 3) specificity; 4) globality. Formulate a definition of modern geographical thinking, which „represents peculiar intellectual lines of knowledge about the earthly space through associations demonstrating the polyphony of meanings for nature and human society”

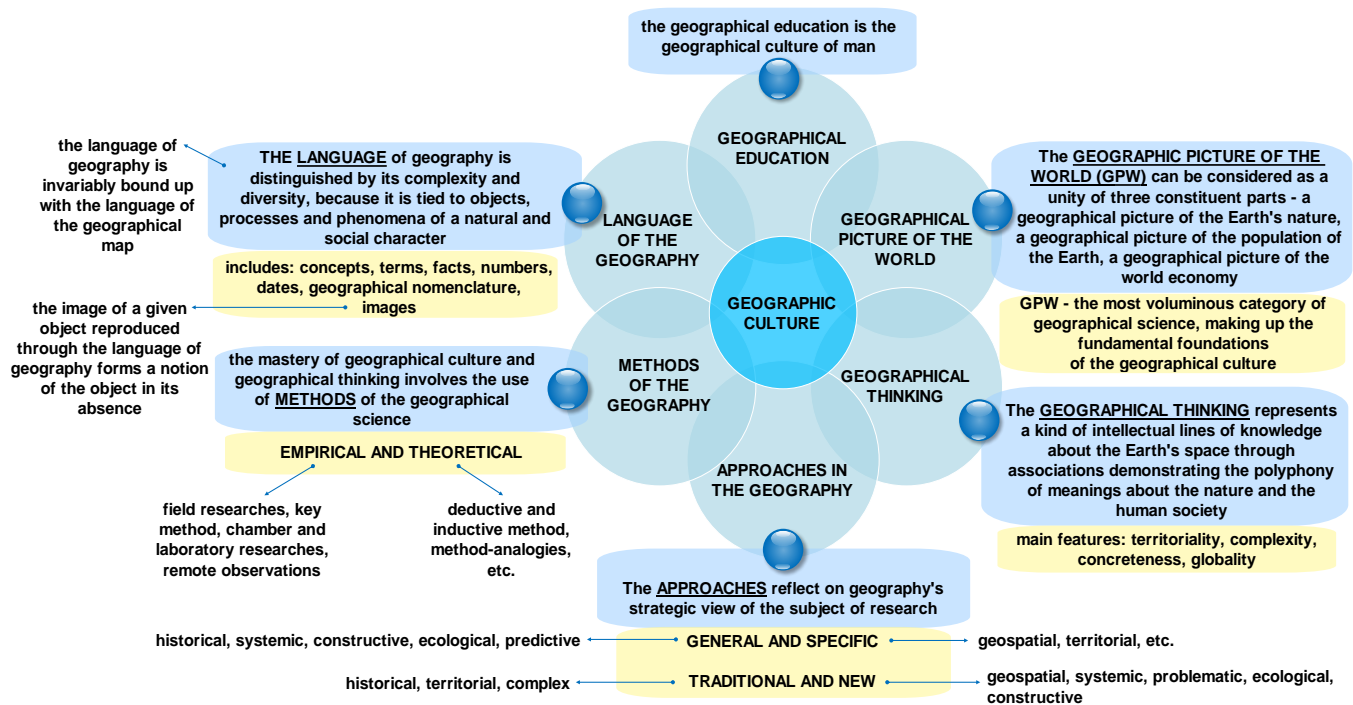


Figura 16: Model of geographic culture according to V. Suhorukov and V. Suslov.  
Source: (Dermendzhieva, Draganova, 2020, 908; Dermendzhieva, Draganova, 2022).

(Suhorukov, Suslov, 2021, 59 - 60). The model of V. Suhorukov and V. Suslov is constructed around approaches in geography, methods of geography and language of geography preceded by the geographical picture of the world as the most voluminous category and fundamental basis of geographical culture (Fig. 16).

## 5- Conclusion

Geographical global thinking is sustainably established in the history of the development of geography training methodology and is in the basis of the formation of geographical culture with clearly recognizable territoriality, complexity, globality, integrality, systematicity, problematic and many more branching vectors of the geographical knowledge, skills and competences.

The geographic global thinking is not a new issue, but it remains relevant, leading and debatable in the training of geography and economics. The specificity of the geographical thinking is the high degree of abstraction in revealing essential aspects of thinking and the complexity of tracing relationships of the highest type. There is still no consensus on all the characteristics of the geographical thinking. The development of geographical thinking affects the general intellectual level of each person, this determines its national significance for each country. The geographic culture is the main goal of geographic education, and geographic thinking is an inseparable part of it. In the modern stage of development of the training methodology in geography as a complete and complex science and the global educational changes and digital transformations, it is necessary to improve and enrich theses about geographical culture in the context of geographical (global) thinking.

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