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DEVELOPING STUDENTS' SPIRITUAL AND MORAL VALUES THROUGH GEOGRAPHY LESSONS

Annotation. The article examines effective ways of forming students' spiritual and moral values in geography lessons through game-based learning technologies. The study identifies students' initial level of understanding of social and ethical norms and analyzes the effectiveness of interactive teaching methods in developing responsibility, cooperation, tolerance, and environmental awareness. The results confirm that game technologies significantly improve students' spiritual and moral development.

Keywords: geography lesson, spiritual and moral values, game technologies, social norms, interactive learning, moral education

Introduction

In the modern education system, the formation of students' spiritual and moral values is one of the priority directions. Spiritual and moral education forms the basis for a person's behavior, social responsibility, and understanding of their place in society. The subject of geography, by studying the interrelationship between nature and society, contributes to developing students' ecological culture, love for their homeland, and universal human values. Therefore, the systematic implementation of spiritual and moral education in geography lessons is considered one of the important pedagogical tasks.

Studies note that introducing geopolitical education into the school geography curriculum not only develops students' cognitive and analytical skills but also their civic responsibility, such as values like civic responsibility, tolerance, and ethical perspectives, is noted [1]. Furthermore, scientific works indicate that the school geography subject is considered an effective tool for fostering students' patriotism by teaching the country's natural geographic, economic, and historical characteristics [3]. loyalty, and respect for other cultures [2].

According to scholars, the systematic organization of spiritual and moral education in the educational process allows for the formation of key moral values such as honesty, responsibility, such as respect and kindness, and this process is facilitated by the pedagogical interaction between the teacher and student [3]. Teaching issues of sustainable development and environmental protection in geography lessons, as well as analyzing the interconnection between society and nature, contributes to the development of students' critical and moral thinking skills, is considered an important educational tool that promotes value orientations such as ecological responsibility and environmental care [4,5].

Furthermore, studies show that various values are systematically incorporated into the geography curriculum and that geographical education contributes to the development of students' ecological responsibility, and ethical decision-making skills aimed at a harmonious



relationship between humans and nature are developed [6,7]. In geography education, teaching about sacred places, cultural heritage, and spiritual values contributes to the formation of students' national consciousness, increases their respect for historical and cultural heritage, and integrates spiritual and moral education with the curriculum content. [8,9].

The International Geographical Education Charter states that teaching geography helps to foster students' respect for the diversity of nature and culture, it is noted that geography education is considered an important educational tool aimed at fostering respect for the diversity of nature and culture, responsibility for the quality of the environment, and understanding of the cultures and values of different peoples [10]. Overall, the subject of geography is an important field of knowledge that contributes to the development of humane values. For example, the physical geography course, in addition to its professional knowledge content, is aimed at fostering patriotism, a scientific outlook, and moral values [11,12]. Therefore, the purpose of the study is to determine effective ways to form students' spiritual and moral values by using game technologies in geography lessons. The aim of the study is to determine effective ways to form students' spiritual and moral values through the use of game technologies in geography lessons.

Research Materials and Methods

The study was conducted among 7th and 8th grade students. Control and experimental groups were formed. In the experimental group, game technologies were used systematically. Methods used:

- Pedagogical observation;
- survey;
- analysis of learning activity;
- comparative analysis.



Table 1 – Game technologies used in geography lessons

No.	Type of game	Form of application	Values to be developed
1	Role-playing game	"Ecological Council"	Responsibility, love for nature
2	Situational game	Solving an environmental problem	Fairness, moral choice
3	Business game	Regional Development Project	Hard work, responsibility
4	Team game	Map Construction	Cooperation, respect
5	Debate	Ecology and Production	Tolerance, culture of opinion

Research Results and Discussion

The research was conducted at the N. Nurmagayev Specialized School-Licey-Internat, a municipal state institution, under the Karaganda Regional Department of Education. Subject of the study: the experimental group consisted of 30 students from 8V class; the control group consisted of 30 students from 8C class. Survey method: an entrance and exit survey was conducted. The practical research aimed to determine the students' level of mastery



of socio-ethical norms and their awareness of ethical values. Results of the entrance survey. The initial diagnostic results showed that students' understanding of socio-ethical and spiritual-moral values was not fully formed. During the study, it was found that 35–40% of the students did not have a deep understanding of the meaning of social norms. Additionally, the indicators for self-control, respect for opinions, and personal responsibility were at an average level. This situation highlighted the need to strengthen spiritual and moral education.

Table 2 - Results of the entrance survey

No.	Questions	Yes (%)	No (%)	Don't know (%)
1	I know the concept of social norm	65%	15%	20%
2	I follow social rules	70%	10%	20%
3	I know the school rules	75%	10%	15%
4	I respect the opinions of others	70%	15%	15%
5	I can remain calm	55%	25%	20%
6	I make fair decisions	78%	12%	10%
7	I am responsible for my actions	75%	15%	10%
8	I appreciate the work of others	72%	18%	10%
9	I help others	68%	20%	12%
10	I will be honest in class	70%	15%	15%
11	I can be compassionate	65%	20%	15%
12	I learn about values in geography class	60%	25%	15%
13	I want to learn social norms	62%	20%	18%
14	Manners are present in my daily life	68%	15%	17%
15	I believe social norms are important	70%	10%	20%

Understanding social norms. Entry: 65% of students answered "yes." Exit: 77.7% of students indicated "yes." An increase is observed – a 12.7% rise. This shows that students' understanding of social norms has improved. Manners and Communication: Entry: 60% of students answered "yes." Exit: 70% of students indicated "yes." +10% increase. It shows that students' skills in interacting properly with others and respecting opinions have improved.

Responsibility and Fairness: Entry: 62% of students answered "yes." Exit: 74% of students indicated "yes." A 12% difference. This indicates that these pedagogical methods have influenced the development of students' sense of personal responsibility and fairness.

Spiritual and moral values: Entry: 58% of students answered "yes." Exit: 67.7% of students indicated "yes." A 9.7% increase. This result indicates that the spiritual and moral education at the school has been effective.

Knowledge and Interest: Entry: 66% of students answered "yes." Exit: 75% of students indicated "yes." A 9% increase. This indicates that students' interest in knowledge has grown and they are actively participating in the learning process. Overall conclusion: Positive dynamics are observed across all blocks. This proves that the pedagogical methods used had an effective impact on students' understanding and mastery of social-ethical norms.

Table 3 – Summary Diagnostic Data

Block	Exit (%)	Growth
Understanding social norms	77.7%	+12.7%
Responsibility and fairness	74%	+12%
Spiritual and moral values	67.7%	+9.7%

The 77.7% increase in the level of understanding of social norms indicates that students have begun to consciously accept behavioral rules. The 12.7% increase in this indicator confirms the effectiveness of the educational impact of game technologies.



The 12% increase in the "Responsibility and Justice" block indicates the development of students' abilities to take responsibility for their actions, make fair decisions, and be prepared for moral choices.

The 9.7% increase in the "Spiritual and Moral Values" indicator shows that qualities such as respect, compassion, tolerance, and love for nature have been strengthened. This proves that these game technologies have a developmental impact not only on cognition but also on personality. Overall, the positive dynamics across all blocks demonstrate the effectiveness of the methods used in the study. A particularly marked increase in the indicators of understanding social norms and responsibility highlights the high educational potential of the systematic use of interactive methods in geography lessons.

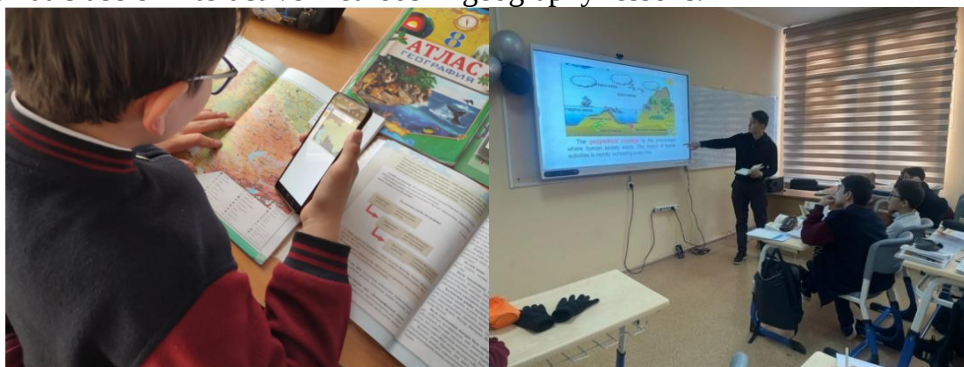


Figure 1 – The teaching and educational process based on the use of game technologies

Figure 1 illustrates the stages of applying game technologies in geography lessons and their impact on students' spiritual and moral development. The figure shows the interconnection between the organization of the learning process, student active engagement, and the reflection stages.

Systematic use of game technologies in geography lessons led to the following positive changes:

- an increase in the level of responsibility;
- an increase in mutual respect and cooperation;
- development of ethical decision-making skills;
- the formation of environmentally conscious behavior.

Results of the exit survey. The data from the final diagnostics showed a clear positive dynamic in indicators of spiritual and moral development.

Conclusion

The research results proved that the systematic and purposeful use of game technologies in geography lessons demonstrates high effectiveness in shaping students' spiritual and moral values. The data from the diagnostic and comparative analysis showed a significant increase in the experimental group in their understanding of social norms, the qualities of responsibility and fairness, as well as their level of spiritual and moral attitudes. Game technologies not only increase students' cognitive activity but also contribute to their personal development, the formation of behavioral culture, and the development of social interaction skills. In particular, role-playing and situational games adapt students to real-life situations, teaching them to make moral choices, take responsibility for their actions, and respect the opinions of others.

The results of the study showed that the content of the geography subject naturally intertwines with spiritual and moral education. By studying the interconnections between



nature and society, students develop an ecological consciousness, a love for their homeland, and respect for universal human values.

In conclusion, the effective use of game technologies in the geography teaching process is one of the most effective ways to implement students' spiritual and moral education. This method allows for the integration of curriculum content with educational goals and the implementation of person-centered educational principles. In the future, scientifically examining the long-term educational impact of game technologies in depth, based on extensive empirical research, is a scientifically relevant direction.

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ГЕОГРАФИЯ САБАҚТАРЫ АРҚЫЛЫ ОҚУШЫЛАРДЫҢ РУХАНИ-АДАМГЕРШІЛІК ҚҰНДЫЛЫҚТАРЫН ДАМУ

Аңдатпа. Мақалада география сабақтарында ойынға негізделген оқыту технологиялары арқылы оқушылардың рухани-адамгершілік құндылықтарын қалыптастырудың тиімді жолдары қарастырылады. Зерттеу барысында оқушылардың әлеуметтік-этикалық нормалар жөніндегі бастапқы түсінік деңгейі айқындалып, жауапкершілік, ынтымақтастық, төзімділік және экологиялық сананы дамытудағы интерактивті оқыту әдістерінің тиімділігі талданады. Алынған нәтижелер ойын технологиялары оқушылардың рухани-адамгершілік дамуын айтарлықтай жақсартатынын дәлелдейді.

Кілт сөздер: география сабағы, рухани-адамгершілік құндылықтар, ойын технологиялары, әлеуметтік нормалар, интерактивті оқыту, адамгершілік тәрбие.

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СПОСОБЫ ФОРМИРОВАНИЯ ДУХОВНО-ПРАВСТВЕННЫХ ЦЕННОСТЕЙ УЧАЩИХСЯ НА УРОКЕ ГЕОГРАФИИ

Аннотация. В статье рассматриваются эффективные способы формирования духовно-нравственных ценностей учащихся на уроках географии с использованием игровых технологий обучения. В ходе исследования был выявлен исходный уровень понимания учащимися социально-этических норм, а также проанализирована эффективность интерактивных методов обучения в развитии ответственности, сотрудничества, толерантности и экологической культуры. Результаты исследования подтверждают, что игровые технологии существенно способствуют духовно-нравственному развитию учащихся.

Ключевые слова: урок географии, духовно-нравственные ценности, игровые технологии, социальные нормы, интерактивное обучение, нравственное воспитание.