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Philosophical Elucidation of Geographical Research Methodology for Enhancing Geography Education

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ABSTRACT

Subject: The purpose of this research is to explain the philosophical implementation of research and education simultaneously in teaching geography.

Research Method: This study is fundamental research that uses a descriptive-analytical method and is based on collecting data through library and documentary-based research. This research uses philosophical thoughts, experimental backgrounds, teaching experiences, and theoretical articles and documents.

Findings and Results: The findings indicate that in geography education, the philosophical foundations of geographical thoughts are not well explained to learners. This is because the use of research alongside geography education is very fragmentary. It is necessary to use political philosophies, political economy, and social theories derived from exploratory methods, which are now the elements of modern geography knowledge, as well as using analyses of geographical schools and transferring them to the new generation with appropriate research approaches.

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Intruduction

Philosophical attitudes in scientific thought can enrich approaches and lead them towards humanism. Each scientific research focuses on human beings, and this leads to results that promote human's well-being without any social and environmental harm. Utilizing progressive philosophical perspectives in geographical research can also transform geographers' knowledge from simple descriptions and memorization of geographical places into a science of thought, reflection, and analysis. Attention to philosophical discussions in geography guides this science towards analyzing social, environmental, economic, and political realities. Perhaps this is why most renowned geographers, mainly due to their adherence to philosophy and utilization of philosophical thoughts, particularly analytical philosophy, have succeeded in establishing geography as an applied science that can be used to solve human problems and promote social welfare without causing any harm.

Accredited educational centers in the present era have scientific methodology patterns that are normal and acceptable based on the recognition of philosophical perspectives, dominant intellectual views, and related literature. This enables thinkers to evaluate and test their research hypotheses using these foundations. Therefore, it seems that acquiring necessary knowledge and experiences in this field is inevitable (Behforouz, 1999).

Since philosophers have paid special attention to studying the nature of scientific research, intuition, experience, and other related topics over several decades, various schools of thought have emerged. Researchers in various fields, including humanities, have been influenced by these schools of thought (e.g., positivism, empiricism, and phenomenology). Moreover, researchers have specified their own epistemological positions on how to conduct research in their specific fields, such as anthropology, psychology, sociology, geography, and other sciences (Nasr, et al, 2017).

The research methodology in geography is based on theories and empiricism. Therefore, theoretical-deductive aspects form the basis of methodology in geography. The existence and essence of a phenomenon are answered based on the questions raised about that phenomenon. For instance, the question "What is a human?" has answers such as "A living being," "A lunar animal," "A thinking being," and so on. Each answer to a question reveals a window into the existence and essence of the phenomenon in question. However, to reach convincing answers, specific research studies are required.

Large-scale and philosophical questions about geography require special methods to answer.

As for other human sciences, geography is not immune to philosophical flaws, which stem from human limitations in understanding the world and transferring knowledge to future generations. These limitations also affect the foundations of knowledge and lead to incorrect answers to philosophical questions.

Research in geography education has experienced many ups and downs from a qualitative and theoretical-philosophical perspective. A fundamental critique of geography involves educational and research flaws. Therefore, a philosophical reflection is necessary to clarify this issue in geography. Continuous and ongoing examination of geography and

its educational and research approaches is necessary to avoid flaws. However, this cannot be accomplished without addressing the philosophical foundations of geography. The signs of geographical flaws cannot be clearly observed without understanding the philosophical foundations and a philosophical perspective on the science. Moreover, when examining flaws, the underlying layers, i.e., the philosophy of that science, must be scrutinized. Research is based on a philosophical foundation, which hides many fundamental questions and answers.

Before these questions are continuously rethought, new answers will not be provided, and misunderstandings or misinterpretations of answers may occur. The flaws of geography will affect its body of knowledge. Therefore, there is a close relationship between the philosophical foundations of geography, research, and the approaches used. In this regard, it is essential to examine the philosophical foundations of geography, investigate its educational and research aspects, and address the flaws of this science. Considering the above points, it is crucial to determine which type of geography should be designed, explained, and transmitted for a specific time and nation through a particular research and educational approach. To achieve solid foundations in geographical thought, philosophical ideas must be emphasized, and the theoretical domain of geography must be freed from neglect and futility (Shakouei, 2003).

1. Research Method

This research is a fundamental study that employs a descriptive-analytical approach, relying on the data and information collected through library and documentary studies, as well as philosophical insights and conventional approaches to research in geography education. The study emphasizes geographical research, drawing on the author's experiences, theoretical articles, and teaching background.

2. Theoretical Foundations

Philosophy seeks to achieve a comprehensive understanding of the subjects, and the core of philosophical thought lies in systems of belief that underlie all sciences. According to David Harvey, a renowned English geographer, geography cannot progress without a solid philosophical foundation (Harvey, 1969). Science and philosophy sometimes seem to be in opposition, as science is a system of testable and evaluable knowledge, while philosophy is a system of rational thought. However, both science and philosophy emphasize method, logical reasoning, and understanding. The origin of science is often the same as that of philosophy: the desire to understand.

John Dewey argued that separating thought and action, or theory and practice, which has been a part of philosophical tradition since Aristotle, is irrational and unjustified. Therefore, social change, education, and philosophy are inextricably linked (Naqibzadeh, 1993).

Major crises in the scientific community often arise from confusion in definitions or the entanglement of concepts, making it difficult for learners to understand. Each individual, based on their worldview, provides their own interpretation of the concept. Is easy translation an added complexity in ambiguous and confusing concepts? (et al., 2021).

Therefore, it is essential to address the fundamental and basic issues of philosophy and the philosophy of geography in this article.

2-1. Philosophy

The word 'philosophy' is a Greek term that means 'love of wisdom and knowledge.

> The distinction between wisdom and knowledge can be inferred from these two expressions. Wisdom deals with an individual's way of thinking, while knowledge reflects an individual's information, data, and theories (Shakouei, 2014).

The concept of philosophy in ancient Greece was "love of knowledge" or "philosophia" which is still used as a classic definition. Philosophy is a field of human knowledge that uses reasoning, argumentation (deductive & inductive), and inference to question-and-answer general issues, analyze the most general relationships between objects, phenomena, trends, and discover the most general laws of the universe. It also seeks to achieve the most fundamental realities of existence by analyzing, proving, and explaining philosophical presuppositions of sciences.

Philosophy is distinguished from other study methods due to its critical and systematic approach and its reliance on logical reasoning. Philosophy should be considered a personal approach to life and the world, as well as a method of deep thinking and logical inquiry. Philosophy helps individuals understand a particular issue logically and evaluates realities.

The philosophical foundations of GeoAI address fundamental questions about representation, bias, and ethical responsibility in spatial data analysis. Researchers emphasize that algorithms are not neutral tools, but carry social presuppositions and power relationships. Therefore, the philosophy of geography plays a crucial role in the responsible and transparent use of modern spatial technologies (Janowicz, et al, 2023).

Philosophy strives to achieve a comprehensive and extraordinary insight into topics, while science deals with topics analytically and descriptively. On the other hand, the core of philosophical thought is an individual's belief system. In every scientific field, philosophy is considered the basis of work.

According to geographers like David Harvey, one cannot advance knowledge without a specific philosophical foundation. Plato considers philosophical talent to be the ability to see the whole or to have a general view and unify diversity. Ultimately, philosophical thought is not related to any specific subject, and any subject can be viewed from a philosophical perspective. Therefore, philosophy arises from the nature of thinking, and in fact, philosophy is wise thinking. Since this type of thinking can be applied to different subjects, we can say that there is philosophy of politics, philosophy of history, philosophy of geography, and so on. (Shakouei, 2014).

2-2. Philosophy of Geography

Geography, as a scientific discipline, was first proposed in a work attributed to Aristotle called "Dumondo" dating back to 4 centuries ago. The history of geography has passed through three distinct stages. Initially, it was a period of influence and dominance of

individual researchers and scientists. The second stage saw the emergence of geographical societies in the late 18th century, aiming to bring together the perspectives of researchers and scientists and discover common interests in geographical research. The third stage involved the establishment of geography departments in universities, which started in the mid-19th century. Throughout these periods, geographers emphasized causal relationships.

A philosophical explanation of geography requires finding answers to fundamental questions, such as the nature and essence of geography, which philosophy addresses. Given the breadth and comprehensiveness of the geographical system and the knowledge it encompasses, there is a possibility of confusion in geographical concepts, learning, and perhaps misinterpretation of geographical concepts. This complexity is not unusual from a scientific perspective and is inherent; it is exacerbated by the importance and objective dimensions of various aspects of geographical knowledge and the complexity of topics, leading to confusion in this field.

Over 2300 years ago, the Greek Eratosthenes provided a definition of geography, and if not exaggerated, over definitions of geography have been proposed. The essence of geography lies in space and time, where natural and human-made phenomena on the Earth's surface are intertwined, forming the core and cause of existence of geography. These phenomena change over time and space.

The existential nature of geography can be considered in the common themes of various definitions of geography, namely: Study and recognition of the Earth surface, Science of specialization and spatial knowledge, Science of human ecology, Science of reciprocal relationships between humans and the environment, Science of examining the distribution of phenomena on the Earth surface (Ghorbani, et al., 2017).

Geography is a science that can be explained by two wings: humans and the environment. Humans are the center and criterion of all beings, and as an independent entity, they strive to elevate their level of knowledge through thought and free will, an effort that began in the past and continues to the present (Alami & Borouni, 2016). Humans possess more reason and logic than other living beings and have undergone a better evolutionary process.

The other wing emphasized in geography is nature, which is derived from the Latin word "natura" meaning birth. The words "nature" and "nation" both have Latin roots and are often used together to explain each other. Some countries have identified their national identity with the green space present in their country (Mojtahedi, 2009).

Contemporary philosophy of geography examines how geographical knowledge is produced, validated, and acquires meaning in social, political, and historical contexts. New approaches consider space and place not as neutral containers, but as relational concepts, constructed and filled with power. This perspective challenges positivist traditions and emphasizes the role of interpretation, ethics, and critical self-reflection in geographical research (Tambassi & Tanca, 2021).

New philosophical discussions in geography focus on rethinking the future of this field by accepting multiple epistemologies and inclusive methodologies. These views believe that geographical thinking should move beyond universal and Eurocentric assumptions to

explain global inequalities, environmental crises, and diverse lived experiences. In this context, philosophy is not an abstract activity, but a tool for moral and political action.

2-3. Philosophy of Geography Education Research

Today, schools and teachers face a significant challenge: the unpredictability of learners' needs in the future world. To cope with this diverse and changing world, teachers must be able to answer the question of what changes in curricula, teaching methods, and evaluation will enable students to acquire the necessary knowledge for effective living in the future world. The ability to study and collect information about professional practice as a teacher, examine its impact on students' learning, and recognize and apply methods to improve students' abilities is of special importance. Creating this ability in teachers is achieved through the production and application of professional knowledge by the teacher. Geography education research in practice is a method that teachers use to recognize and solve problems or improve educational and pedagogical situations. It is an effective method that helps teachers and trainees (as those whose main field of activity is educational environments) in enriching learning and the ability to produce and share knowledge in the field of education.

Since approximately the 1930s, in the UK and the US, philosophical thoughts began to influence geographical studies.

> Between 1930 and 1960, philosophical discussions within geography mainly focused on the nature of geography, its relationship with other scientific disciplines, and the landscape. A notable example is Richard Hartshorne's book (The Nature of Geography) (1939), which exemplifies this trend. Most studies during this period followed a monographic approach, shying away from generalizing laws in geography. It seems that philosophical debates played a significant role in shaping the field of geography during this period. (Shekoui, 2013, 21).

Harvey believed that methodology and education in geography would be meaningless without philosophy. Therefore, geography's ultimate approach should combine methodology and philosophy.

In the 1970s, new transformations occurred in teaching geography, increasing its contribution to solving everyday social and economic issues. Philosophical thinking in geography led to a greater emphasis on humanistic approaches.

Although philosophical ideas may not be explicitly mentioned in geography education and research, they are guided by a coherent system of thought and philosophical beliefs. Philosophy has a significant impact on research topic selection, method choice, and teaching approach. It is notable that despite emphasizing different philosophies in the two main branches of geography, most education and research in geography rely on scientific methods based on logical positivism. Considering that most geographical trends aim to discover and display spatial laws, it's reasonable to consider a spatial analysis approach as the foundation of geography education (Alijani, 2012).

By establishing a logical and appropriate relationship between geography education and the training of skilled and specialized personnel through identifying needs at various economic and social levels, a basis can be provided for realizing the conditions for sustainable development in society. In this regard, and with the aim of dynamism in the science of geography, it is necessary to develop new branches that are appropriate to the needs of society while maintaining its security (Molaei, 2006).

2-4. Pragmatism and Its Emphasis on Research-Based Education

In the late 19th century, new needs emerged, and sciences developed, making it necessary to teach sciences in new ways. This led to the introduction of new foundations for education. Pragmatism, proposed by Charles Sanders Peirce, William James, and later applied to education by John Dewey, gained popularity in the United States.

Pragmatism is a philosophical theory that emphasizes the practical and useful aspects of ideas and actions. The term "pragma" is derived from the Greek word for "action," "work," or "deed." According to pragmatists, the criterion for determining the validity of a statement or idea is its usefulness and applicability.

Pragmatists believe that even seemingly abstract or theoretical concepts ultimately relate to experience and practice, either directly or indirectly. The fundamental philosophical basis of pragmatism is that everything is constantly changing and evolving. As William James put it, "The book of creation is still being written," and everything is in a state of becoming. This means that ideas that seem correct at one time may be questioned or proven incorrect over time, as circumstances and conditions change. Therefore, pragmatists argue that the best approach to education is to encourage learners to engage in research and inquiry. By doing so, learners and teachers work together to identify problems, pose questions, and conduct research to find reliable answers. This process enables learners to develop critical thinking, problem-solving skills, and a deeper understanding of the subject matter. In essence, pragmatism emphasizes the importance of practical application, experimentation, and continuous learning. It encourages learners to be curious, inquiring, and open-minded, and to seek out new knowledge and understanding through research and exploration (Nagibzadeh, 1996).

3. Epistemology of Geography Education

Contemporary research in the history and philosophy of geography focuses on critically re-examining the evolution of geographical thought in conjunction with social changes. Instead of presenting a linear narrative of theoretical progress, these studies reveal that geographical knowledge has been shaped by intellectual conflicts, paradigm shifts, and the influence of political power.

In this perspective, philosophy plays a crucial role in understanding the transformations within the discipline. It highlights the complex and dynamic nature of geographical knowledge, which is not simply a matter of cumulative progress, but rather a reflection of the social, cultural, and political contexts in which it develops. By acknowledging the role of power, politics, and intellectual struggles in shaping geographical thought, researchers

can gain a deeper understanding of the discipline's evolution and its relationship to the world around us (Keighren, et al. 2024).

To effectively introduce geography to learners and enthusiasts, it is essential to provide a convincing answer to the fundamental question: "How can geography be introduced?" This, in turn, depends on the philosophical foundation.

Analytical philosophy, with its emphasis on reasoning, justification, and the relationship between empirical data, scientific theories, and the mind-object dichotomy, offers a valuable framework. The interplay between "reason/intellect" and "sense/experience" is crucial in understanding the world and introducing geographical domains (Paya, 1998). In analytical philosophy, the mind-object dichotomy leads to a separation of object and mind, and bridging this gap requires establishing a connection between empirical data and scientific theories. Empirical data can be accessed through senses and observation, while scientific theories rely on intellect and reason (Sadeghi, 2014). By combining these two approaches, we can gain a deeper understanding of geographical phenomena and effectively introduce the field to others.

Epistemology, the study of knowledge, plays a vital role in shaping our understanding of the world and how we learn. By examining the nature of knowledge, its sources, limitations, and validity, epistemology provides a framework for understanding how we acquire knowledge and how we can justify it. In the context of geography education, epistemology is essential for developing a logical and analytical approach to learning. By incorporating historical, critical, and empirical methods, we can create a more comprehensive and nuanced understanding of geographical concepts.

Theories of learning, which are rooted in epistemology, provide a roadmap for effective teaching and learning. By understanding how individuals acquire knowledge and how they can be supported in their learning journey, educators can create more engaging and effective learning experiences.

Epistemology also helps us to better understand the complex relationships between knowledge, power, and context. By recognizing the social, cultural, and historical contexts that shape our understanding of the world, we can develop a more critical and nuanced approach to learning and teaching.

Epistemology, as a social experience, examines knowledge through social interaction and practice. This approach, first introduced by Richard Rorty in 1991, suggests that individuals can achieve true understanding by taking action and engaging with their community. In essence, epistemology is the study of knowledge, a branch of philosophy that deals with the nature, sources, and limits of knowledge. It explores how we acquire knowledge, how we can justify it, and what its limitations are (Kdly, et all, 2012). By emphasizing the role of social interaction and practice in shaping our understanding, this approach to epistemology highlights the importance of collaboration, communication, and shared experience in the pursuit of knowledge.

In geography education, apart from observing general meanings, one must also step into the space of activism. This perspective suggests that knowledge must be experienced, put to the test, and embodied through action (Mohammadi & Bakhshi, 2019).

The activity of every teacher, more than any other action, should be to guide learners by involving them in research activities. This brings geography education closer to the real lives of learners and therefore eliminates many of the inconsistencies that arise between science and practice, school and social environment, individual and society, and ultimately means and goals (Naqibzadeh, 1996).

4. Learning concepts through research related to the topic

Regarding philosophy and methodology in geography teaching and research, David Harvey believes that: "Some proponents of logical positivism believe that all science and knowledge can progress independently of philosophical presuppositions. Such a view cannot be general. Methodology without philosophy would be meaningless." Therefore, our ultimate view of geography must take the path of combining methodology and philosophy (Harvey, 1969, 5). For this reason, from the 1970s onwards, David Harvey, in philosophy and methodology, has considered a kind of overlap between radicalism, logical positivism, and phenomenology.

4-1. Behavioral training

Behavioral training, which includes the classical view of the impact of learning behavior, focuses more on the product rather than the process (Dartaj & Kordnoghabi, 2016). Behaviorists believe that the mind cannot contribute to knowledge, but rather the environment and real communication through life that help a human being find behavior appropriate to the environment. One of the most fundamental aspects of effective geographical research education is the meaningfulness of the education, which refers to the relationship between what is taught in class and the realities of real life outside the classroom. In fact, instead of psychological theory, it discusses how to control behavior.

David Leventhal, a geographer of the behavioral school, suggests that each individual has a unique set of environmental perceptions and values that form their personal geography. This personal geography is shaped by one's experiences, social and economic background, and awareness. The environmental perceptions that we develop are stored in our minds as mental images or cognitive maps, which help us navigate and make sense of our surroundings. These mental constructs play a crucial role in solving spatial problems and guiding our behavior in the environment. In essence, our personal geography is a subjective and dynamic representation of the world around us, influenced by our individual experiences, values, and social context (Shakoui, 1996).

4-2. Cognitive training

Man's effort to understand himself and the universe is the driving force and source of his intellectual developments in the history of human thought. While this effort was shaped in the early periods by superstition, magic, and religion, with the development of systemic thinking it was transferred to the fields of philosophy and science (Hosseini, et al, 2022).

In the cognitive learning model, both the product and process of learning are considered important. Not only is content of learning significant, but also how it is learned and the methods used to acquire knowledge equally bears significance. This model is based on cognitive learning theories, which emphasize exploration and discovery. The goal is to develop a deeper understanding of the subject matter and to cultivate critical thinking and problem-solving skills. In the context of geography education, this approach seeks to provide a scientific foundation for the discipline and to promote a deeper understanding of geographical concepts. By emphasizing the development of cognitive maps and the acquisition of logical reasoning skills, geography education can enable learners to better understand and interact with their environment. The extension of cognition to metacognition in geography education involves research and discovery, as well as the development of individual perspectives and models of knowledge. Personal epistemology in geography, which involves learning through various methods and research, enables learners to develop their own understanding of knowledge and how it is constructed. emphasize the importance of this approach in promoting a deeper understanding of knowledge and how it is acquired (Kedly & et al, 2012).

4-3. Structuralist education

> The structuralist movement, with the ideas of Ferdinand de Saussure, a Swiss linguist, has expanded and expanded a new field in linguistics and, much later, in other philosophical, psychological, and sociological fields of the Western philosophical tradition. The emergence of the structuralist movement led to a critique of the subjectivism of the modernist period, which itself was an effective step in the development of destructuralism and postmodernism (Khabazi, Mehdi; Rahbaz, Neda, 2022, 563).
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> From a structuralist perspective, to understand concepts, the teacher is not supposed to convey everything that learners need to know. Rather, it is necessary to help students discover how to discover what they need to know and where to get it, and to help them extract meaning and meaning (Skarlaetall, 2009, 89).

The fundamental difference between this perspective and previous models is that it sees mental constructivism as having a higher ability to manipulate facts and knowledge. Therefore, the learner is the builder of his own knowledge and can take a different path in learning than the teacher's method in a specific context and even than other students in the class (Dartaj & Kordnoghabi, 2016).

From the point of view of humanist geographers and designers of the freedom school such as Vidal de la Blache and Alberto Dominguez, human geography is the study of the relationships of human groups with the geographical environment. This view does not tend towards determinism, and they believe that in geography, instead of causality, we should talk about the way of connection and continuity. To find out how the connection is formed, special and specialized methods of geographical research are needed.

Table 1. *Comparison of behavioral, cognitive, and constructivist models (*Mohammadi & Bakhshi, 44)

Pattern	Mentel activity	learning process	Teacher's role
Behaviorism	Relevant and Irrelevant	Stimulus-response, reward, and external events	Environmental and driving controller
Cognitivism	Perception, attention, processing	Surface and deep learning memory, encoding events within the mind	Facilitating the learning process by utilizing cognitive principles
Constructivism	meaning making	Reorganizing mental structures and principles of internal events	Meaning-making and creating new ideas

5. Approaches to Teaching Geography through Research

One of the fundamental methodological questions for introducing the geographical spaces of the world is "What are the best educational approaches for introducing geographical spaces?" Exploring the relationship between the three organs of the body of geography, geographical space can be considered an interconnected space consisting of objective space (objects), mental space (subjects), and a third space, namely the space of life. Since geographical space phenomena are both objects (land use, buildings, streets, etc.), subjects (humans who have their own mental and personal images), and social subjects (humans living in a social context), From a pragmatic perspective, it can be said that in recognizing and introducing geographical spaces, we should use the triad (sense/reason/language) in proportion to what our goal is to recognize and introduce the subject of space or what aspect of space we want to recognize and introduce (Sadeghi, 2014).

In teaching geography, one should not use only sense and reason, because geographical space is not only a space that can be introduced to learners and readers through sense and reason, but it is also a space of life. In principle, in every scientific field, there are fundamental concepts and theories with a specific definition for that science; however, conceptualizing each dimension of issues and concepts requires determining a theoretical framework and determining the researcher's view of this phenomenon. In other words, this general concept finds specific, distinct, and even contradictory meanings in different philosophical schools, and therefore, it will not be possible to provide solutions to spatial problems without considering a theoretical and methodological framework for them.

It seems that the critical views of the Frankfurt School, which criticizes positivist methods and seeks to popularize qualitative methods, have influenced Iranian geography in recent years. New teaching approaches in Iran also follow the path of qualitative development in geographical education, based on the philosophical perspective of this school.

The Frankfurt School’s influence on geography education is significant, as it critiques traditional methods of teaching geography and advocates for innovative approaches that take into account the context and goals of the learners.

In many Western countries, such as those in America and Europe, modern methods of teaching geography have replaced traditional ones. However, in developing countries like Iran, traditional methods are still prevalent.

In Iran, the curriculum for geography education at all levels still relies heavily on traditional techniques, with little progress made in incorporating modern educational methods, such as research-based and exploratory approaches. In this approach to geography, individuals are seen as aware and conscious beings who interact with their environment and play a role in shaping their geographical space. They absorb and internalize information from their physical and social environments, creating a unique psychological representation of reality. Factors (Pour Ahmad, Ahmad, et.al, 2013) such as socio-economic status, education level, specialization, age, gender, occupation, physical and social environment, religion, cultural background, and more can influence an individual's mental image and geography.

The Frankfurt School approach to geography education emphasizes qualitative research, which involves in-depth studies of phenomena. Qualitative researchers aim to gain a deeper understanding of the situation and context, rather than simply collecting data. In this approach, the researcher's perspective, insights, and understanding are crucial. Qualitative methods involve complex concepts and analysis, and the Frankfurt School believes that geographical analysis should be thorough and detailed. It is worth noting that qualitative geographical analysis can be more challenging than quantitative analysis.

Literacy in geography leads to a deeper understanding of various aspects of one's environment and its components. This understanding enables individuals to protect and wisely utilize their environment, plan and make informed decisions to address environmental issues, and develop a sense of responsibility, respect, and empathy.

Moreover, geographical literacy fosters a sense of belonging and identity, enhances individual and social life skills, and cultivates a spirit of gratitude and appreciation for the blessings of the Almighty.

Geography curricula can adopt either a topical approach or a regional approach, or a combination of both. In the regional approach, research focuses on one or more regions, which can include: The learner's local area (city or village), Local community, Country of residence, Neighboring countries. A Continent-Developed or developing regions, Regions around the world. By adopting these approaches, geography education can provide learners with a comprehensive understanding of their environment and the world.

The thematic approach can be divided into three types: systematic, subject-oriented, and systems. In the systematic form, topics are researched based on thematic branches of geography. For example, rural geography, urban geography, population geography, political geography, etc. In the topic-oriented format, major current issues and topics are examined from a geographical perspective, for example, air pollution, hunger, natural hazards, the crisis of metropolitan areas, migration, etc. In the systems-related format, the main focus of this study is on natural and human systems, for example, climate systems, industrial systems, agricultural systems, and settlement systems.

Conclusion

It is necessary to analyze and explain political philosophies, political economy, and social theories that are now the factors of understanding modern geography, along with

geographical schools, and transfer them to the new generation with appropriate research approaches. This way, the lack of awareness and descriptive nature of geography as a science can be eliminated.

The weakness of theoretical foundations and intellectual trends in geography education and research is palpable. Although this weakness is not unique to geography and is also observed in other sciences, it seems more pronounced in geography. Unfortunately, we have witnessed a scientific atmosphere in geography where geography, especially applied geography, is considered to not need philosophical and theoretical approaches. This claim is questionable for several reasons. Firstly, geographical theories and ideas are necessary, even in pure applied geography, and provide a framework for scientific activities. These theories and hypotheses are designed and explained by philosophers and thinkers, and unfamiliarity with their intellectual foundations can lead to errors in research, education, and policy-making.

The philosophical weakness in geography is primarily caused by the general confusion in philosophical thought. Both capitalist and leftist trends have been criticized, and the alternative ideology has not yet provided a clear direction in the basic approaches to scientific subjects. In Islamic-Iranian geography, professors (deceased) Dr. Abbas Saidi Rezavani (especially with his work on Islamic ignorance and insight, and geographical phenomena in Iran) and Dr. Mostafa Momeni (especially with his work on the effects of "waqf") have taken memorable steps in this field, but these efforts are not enough to explain the Islamic thought in geographical perspectives.

Learning is essentially a social activity and participation in a social environment, such as school, is the foundation of learning.

To achieve the best current styles and overcome educational and research obstacles in geography, and establish a solid foundation in geographical thought, we must emphasize philosophical thoughts and revive the theoretical realm of geography from neglect and barrenness.

In general, it can be concluded that critical theory has been influential throughout all periods. This philosophical school emphasizes the use of qualitative methods, research in geography education, and the application of new methods, such as exploratory methods, in all levels of education. This philosophical school can steer geography education away from quantitative methods towards qualitative ones.

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