



About The Concept Of Methodology Of Teaching Geography

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ABSTRACT

This article describes the features of the methodology of teaching geography and its general and specific methodology, goals and objectives, as well as its relationship with other disciplines.

KEYWORDS

Geography education, methods of teaching geography, didactics, methods of teaching geography, methods of teaching general and special geography, educational purposes, natural and economic geography.

INTRODUCTION

Geography education is a system of geographical sciences that provides students with knowledge about the structure and basic laws of natural and socio-economic complexes.

The methodology of teaching geography is a subject that studies the process of teaching natural geography, economic geography and other special geography in schools and

vocational colleges and is part of the system of pedagogical sciences.

The methodology of teaching geography is closely linked with general didactics and educational theory. Didactics is a theoretical science that studies the general laws of teaching and educational process, the content of education. Didactics does not deal with the methodology of teaching academic

subjects. At the same time, each subject has its own characteristics. The purpose of some of them is to form theoretical knowledge and skills (geography, biology, chemistry), some only skills (foreign languages), others share an aesthetic approach to existence (sanatorium). The subject "Methods of teaching geography" is one of these disciplines. There are theoretical and practical aspects of the methodology of teaching geography. The subject of teaching methods of geography studies the following theoretical and practical methodological problems:

- a) The subject of teaching methods of geography, research methods, history of development;
- b) Definition of the purposes and tasks of methods of teaching geography in general and on separate subjects;
- c) Unity of education and upbringing;

The results of theoretical research are the basis for practical research. These studies address the practical problems of geography education. The practical aspects of the methodology of teaching geography are the development of methods that reflect the teaching activities of the teacher, the reading activities of the hunter.

The methodology of teaching geography consists of two major parts. Methods of teaching general and special geography.

General geography teaching methodology, this is geography didactics. He studies the peculiarities of the process of teaching geography.

The general methodology of the study of geography develops theoretical and methodological issues, that is, studies the methods of self-study of the subject, with a focus on the development of educational goals. The content of geography education is developed on the basis of identified educational goals. The general methodology is divided into two parts:

- Methods of teaching natural geography;
- Methods of teaching economic and social geography;

A special method of teaching geography - develops the goals and objectives of individual subjects and studies the application of general theoretical conditions in the teaching of specific subjects.

MATERIALS AND METHODS

The methodology of teaching private geography develops the peculiarities of the educational process in individual subjects of natural and economic and social geography courses. The content of special teaching methods determines the theoretical development of the general methodology of the content of individual geographical disciplines, the structure of the content of the course of geography in each class, the formation of geographical concepts, the formation of geographical concepts,

The general objectives of the teaching of geography include:

- Disclosure of educational, pedagogical and development opportunities of school geography;
- Further improvement of the content of school geography in accordance with modern requirements;
- Reflect the achievements of modern science in the content and structure of school geography;
- Substantiate the optimal conditions for the use of teaching materials;
- Development of teaching aids;
- Further improvement of the structure, size and types of geography lessons;
- Development and practical application of new pedagogical and information technologies in teaching geography;
- Further improvement of the technology of geographical excursions, research;

- Improving the technology of formation of practical geographical skills in students;

The methodology of teaching geography equips teachers with the theory and education of teaching students.

The goals and objectives of the science of geography have changed and reshaped at different times. Determining the purpose of the dog has long been one of the most important problems of didactics and teaching methods. The structure, content and types of teaching methods of mac geography depend on how to solve this problem. In recent times, especially during the twentieth century, much attention has been paid to the problem of developing the goal of the dog. At present, due to changes in the content of geography education, more attention is paid to this problem.

A geography teacher should know the objectives of each class geography course.

The goals of geography education can be divided into three groups: educational, pedagogical and developmental.

Learning objectives include:

- To provide students with solid knowledge of natural geography, economic and social geography and the basics of applied geography.

Disclosure of scientific, technical, economic bases of nature use and protection;

- To create opportunities for students of secondary schools, academic lyceums and professional colleges to acquire economic, environmental, polytechnic, geopolitical knowledge;
- To reveal the role and importance of natural geography and economic and social geography, applied geography and other special geographical sciences in solving the problems of large economies. For example, the solution of the Aral Sea

problem, the transfer of part of the Siberian rivers to Central Asia, the development of the geographical basis for Uzbekistan to become a great state;

- Arming students with methods of studying geographical features and phenomena. Formation of skills to work with these methods (techniques);
- To teach students to use geographical maps, reference books, additional literature, to develop skills to apply the acquired geographical knowledge in practice. To teach students to increase their knowledge independently using appropriate resources;
- Formation of geographical culture in students.

Educational goals:

- To substantiate that the future of Uzbekistan is a great country, to instill in students a sense of pride in the power and prosperity of our Motherland;
- to teach students to look at nature and the interactions between nature and society from a didactic point of view;
- Moral education of students, teaching them that in the spirit of love for the Motherland, the protection of the Motherland is the highest duty of every citizen;
- to help teachers in labor education and career choice, to help them find their place in the modern world.

Objectives aimed at developing students' curiosity:

- To arouse interest in geographical knowledge and problems;
- To enable students to develop the skills of observation, memory, thinking, imagination and speech;
- To teach students to solve geographical problems within their capabilities, to form in them a complex and synthetic approach to events and processes.

The tasks of school geography stem from its objectives:

- Defining the general purpose and content of school geography for each class and their further improvement;
- identification of teaching methods that allow students to acquire geographical knowledge and skills, taking into account their age;
- identify opportunities for students to acquire practical geographical skills and competencies;
- identify effective ways to increase the activity and independence of students in the educational process;
- to reveal the tasks of labor training, moral and aesthetic education of students in the system of general and vocational education;
- development and improvement of types of education;
- Further improvement of teaching methods, further development of tested teaching methods;
- Development of scientific and methodological bases for the use of new pedagogical technologies;
- -Development of teaching methods in geography education using the opportunities of information technology;
- Development and use of requirements for textbooks, manuals and tools, as well as methods of working with them.

RESULT AND DISCUSSION

The methodology of teaching geography is interconnected with a number of natural and socio-economic sciences and the humanities. The connection of the methodology of teaching geography with the science of geography is reflected in the following:

- Geography is the basis of the content of school geography and serves as a basis for its development. Reflects the achievements and changes in the field of

geography in the content and structure of school geography;

- The content of geography is reflected in the structure of school geography. School geography consists of two parts: natural and economic geography. The textbook "Applied Geography" for academic lyceums and professional colleges reflects the content of engineering geography;
- Teaching aids and methods of working with them are determined by the methods used in geography. For example, the cartographic method, which is widely used in geography, is also widely used in school geography (working with maps), field research is reflected in field trips in school geography;
- The content and structure of geography education is constantly improving with the development of geography. At present, new concepts are emerging in school geography: ecological and geographical conditions; systematic method; geopolitics: forecasting; evaluation, etc.

Didactics forms the general scientific basis of the methodology of all subjects. The methodology of teaching geography develops on the basis of laws, laws and rules justified by the science of didactics. Didactics clarifies the legal connections and relationships between the components of the process of teaching geography, and on this basis determines the purpose, content, methods of teaching and the requirements for equipping the teaching process.

The science of teaching geography is not only based on the science of didactics, but also provides important information for it. For example, the assessment of students' geographical knowledge, skills and abilities, the formation of a system of geographical imagination, understanding, ideas, and so on.

While the science of psychology studies the general laws of mental activity in students, the methodology of teaching geography studies the mental activity of students, their aspects related to the acquisition of geographical knowledge. When teaching the subject of geography, it is impossible to effectively influence the learning activities of students without taking into account their age, knowledge, ability to think. Due to this, the methodology of teaching geography is closely linked with the science of psychology.

The methodology of teaching geography is also inextricably linked with the science of ecology. In geography education in schools, academic lyceums and vocational colleges, great attention is paid to the protection of the environment and the rational use of natural resources. From the elementary course of natural geography (grade 5), the issues of rational use of natural resources, pollution of natural resources under the influence of economic activities, their prevention and environmental protection have been considered in detail in the subjects of secondary education geography.

The methodology of teaching geography is also connected with history, language and literature and other humanities. The study of the development of geographical knowledge in school geography, the nature of each continent and country, and the history of its assimilation is connected with the study of historical sources. The correct spelling of geographical names, their interpretation, origin and content are determined on the basis of linguistic laws and rules. In school geography, vivid expressions, interpretations, and descriptions from the literature are used to explore the world, countries, and regions, and to explain to students the components of the geographical crust and the processes in it.

CONCLUSION

Geography teaching methodology is also linked to chambers with chemistry, biology and agricultural sciences. School geography is based on the achievements of chemistry in the study of the chemical composition of the geographical crust, the pollution of nature with chemicals and ways to prevent them. School geography is based on the achievements of the system of biological and agricultural sciences in the study of the peculiarities of the soil, vegetation, fauna and cultivation of various crops, which are the main components of the geographical crust.

School geography is based on the achievements of mathematics, statistics and information technology in the generalization and analysis of data in the teaching of geography, the use of modern technology.

At present, new pedagogical technologies are used in the teaching of geography and the scientific and methodological basis for their use is being developed. Geography education in this area is based on the achievements of new pedagogical technologies.

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