



## **PEDAGOGICAL FOUNDATIONS OF FORMATION OF GEOGRAPHICAL CONCEPTS IN ELEMENTARY SCHOOL STUDENTS**

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### **Annotation**

In this article, the importance of natural sciences in the process of formation of geographical concepts among students in school education, forms and methods of teaching natural science, classification of teaching methods, organization and conduct of primary education classes based on geographical concepts, selected methods meeting the needs of students, students' analysis of data in teaching geography, Geographical knowledge and the relationship between them, about the narrative method in the formation of students' geographical concepts, analytical methods, synthetic methods, constructive methods in teaching geography, application of connecting methods, educational technologies are described.

**Keywords:** school, geographical concept, forms and methods, analytical methods, synthetic methods, constructive methods, connecting methods.

### **Introduction**

The methodology of teaching natural science is a pedagogical science that reveals the content and methods of comprehensive education of students in teaching natural science. It is based on pedagogic research and uses its methods, taking into account the content and characteristics of teaching its subject[1].

By teaching students science, the teacher not only equips them with the knowledge, training and skills necessary for continuing education and practical activities, but also forms their outlook, will, character, and develops their mental abilities. Accordingly, he develops forms and methods of teaching natural science. The teaching process includes interrelated parts: the content of the subject, the activities of the teacher and students, that is, the subject itself, its teaching and learning, that is, knowledge, learning and experience. includes the acquisition of skills. Accordingly, among the tasks of the methodology of natural science as an educational subject includes determining the content of natural science, researching methods and methods of teaching, developing the necessary educational equipment[5].





The formation of geographical concepts in the teaching of natural science in primary grades is not limited to the description and explanation of the teaching process, but also the rules.

develops, based on them, the teacher can successfully teach students in this subject. The formation of geographical concepts in science education includes all teaching processes, from teacher preparation to taking into account the results of mastering the learning material, including classroom, home, extracurricular activities[8]. Based on a comprehensive study of the teaching practice and then creatively summarizing the results, certain laws of teaching are determined and measures are developed to further improve it[9].

The issues studied and developed by natural science are:

the educational and educational importance of natural science as an educational subject, its place in the educational system;  
content of educational material and its distribution system;  
teaching methods and student organization forms;  
learning material, students' learning process and teaching  
take into account the results.

### **Analysis and Results**

Special attention should be paid to the content and essence of teaching methods of formation of geographical concepts in the teaching of natural science in elementary grades. Summarizing them, the teaching method can be defined as follows[10]. Teaching method refers to the joint activities of teachers and students to achieve educational goals [11]. In the educational process, the teacher's goal is to impart knowledge, and the students' goal is to acquire knowledge. To achieve these goals, a number of teaching methods have been developed in pedagogy.

Classification of teaching methods in it. Therefore, there are several options for classifying teaching methods[12]. Initially, the classification of teaching methods was developed by the German scientist Oberlander. This classification was used until the 30s of the 20th century. Oberlander classified geography teaching methods as follows:  
analytical methods. First, the earth is studied as a whole object, and then some of its parts are studied. It reveals the general characteristics and laws of the Earth. Then the natural geographical features of separate continents and oceans are studied;  
synthetic methods. First, individual places are studied, then the Earth as a whole is studied;  
constructive methods. In this, the student acquires knowledge about the relief of the earth's surface while drawing a map;





connecting methods. When working with such methods, great attention is paid to the study of connections and connections between the studied phenomena[13].

Later, these methods will be improved by other scientists. Reworked by D.D. Semenov, E.Yu. Petri, A.S. Sokolov, V.P. Budanov, S.P. Arzhanov. S.P. Arzhanov divides geography teaching methods into the following groups: analytical, synthetic, concentric, associative, grouping, comparison, experience, interaction, heuristic, degmatic, synthetic genetic, experience-heuristic[14].

Therefore, classification of methods according to the sources of knowledge is widespread in geography teaching methodology. Conversational, theoretical, working with maps, observation, experience, working with textbooks, methods of working with statistical data are widely used in general education schools in one form or another[15]. In recent times, the development of teaching methods has intensified. The classification of geography teaching methods according to the sources of knowledge has begun to be criticized, because these methods are classified mainly based on external signs and taking into account the educational activities of students. The teaching goals of the teacher in the formation of geographical concepts in the teaching of natural science in primary grades are as follows:

ensuring that students acquire knowledge and skills;

to ensure the development of students' minds;

to ensure the formation of students based on acquired knowledge and skills, that is, to educate them[16].

The teaching method is focused on one goal, i.e. acquisition of knowledge and skills. So, the goal of the students forms the basis of the teaching method of the students. The teacher should not only manage the educational process, but also be part of it, that is, he should be both a manager and an assistant in the acquisition of knowledge and skills by students. All this allows teaching methods to be properly defined [17].

It is the joint activity of the teacher and the students that allows teachers to master the educational content. The method should always correspond to the educational content. In the teaching of natural science in elementary grades, geography-related resources should definitely correspond to the methods of knowledge of geography. So, the activity of the teacher and the student constitutes the teaching method[18]. Currently, classification of teaching methods in geography education is widespread. According to the main sources of knowledge, it is divided into the following groups.

1. Oral methods of teaching.
2. Work with visual guides.
3. Observation and experimental methods.
4. Working with statistical data.





5. Working with textbooks and additional literature.
6. Practical methods.
7. Use of modern information technologies.
8. Use of innovative pedagogical technologies.

One of the most important tasks is the choice of teaching methods in elementary science classes. If the appropriate method is chosen incorrectly, the joint activity of the teacher and the student will be ineffective. Therefore, the selection of teaching methods should be based on certain principles [19]. They are as follows. The "chosen method" should correspond to the content of the topic to be covered. This is the first and most important condition for the effectiveness of this method. In many cases, using only one method to teach the same content is ineffective in most cases.

Therefore, it is necessary to choose methods suitable for the activities of teachers and students. In this case, the possibilities of students' knowledge, the level of complexity of the activities they perform, the time factor and the presence of the necessary sources of knowledge about geography in the teaching of natural science will be determined. The principle of taking into account students' cognitive abilities when choosing a teaching method, paying attention to the following:

the complexity of the subject;

to the amount of theoretical knowledge;

to the level of students;

students' ability to do independent work;

the principle of taking into account the features of geography knowledge.

This knowledge forms students' ideas about the events being studied. For example, mountains, forests, deserts, lakes, rivers, maps and hakazo. Geography provides knowledge about the location of events and phenomena in space, as well as the location of natural zones, climatic regions, states, and administrative units of cities, as well as the properties of geography events and phenomena. Such knowledge includes knowledge about soil fertility, irrigation, evaporation, intensive and extensive farming, hardness of rocks, salinity and temperature of water and spikes.

Also, it is necessary to use special teaching methods in the formation of geographical concepts in elementary science classes. The methods used should respond to the following students:

the method should be educational, that is, it should affect the development and interests of students;

the chosen method should be scientific, the more scientifically based the method is, the more clear and precise it will be;

the method should be popular;





it is necessary for the method to be effective, that is, it is necessary to focus on the acquisition of reinforcement of educational materials [4; p. 25].

Because when using all types of teaching methods, these methods are definitely used in one form or another. In it, the teacher must meet the following requirements in the formation of geographical concepts for students during the lesson:

it must be scientifically correct and scientifically based;

knowledge must be logically correct;

knowledge should be understandable for students;

the teacher's speech should be interesting;

it should be in the standard of the statement and students should be able to write it down.

In the process, the teacher should follow the students' thoughts and develop their skills. A good understanding of geographical knowledge and the connections between them, as well as the teacher's disclosure of the educational material in a specific logical direction, helps the students to develop their thinking. During the lesson, geographical knowledge is only tried to reveal the main content of the educational material, and how the class works, less attention is paid to student activation. Therefore, it is necessary to form geographical concepts in students during the lesson. In this case, students are only required to accept and think about the given material. In order to achieve this goal, the teacher must control the students' acquisition of knowledge. This is done by explaining the subject and plan of the lesson to the students. In order for students to better understand geographical connections, the student should develop a plan for the description of geographical entities and events. The plan is written by the student on the blackboard or announced orally. Students write this plan in their notebooks. This will help students to better master the content of the topic they are describing. According to the plan, after the content of the educational material is explained, the teacher summarizes it [5; p. 165].

The interview method is used for this. In order to make it easier for students to master the content of the educational material, it is necessary to focus students' attention on the most important things. Pupils develop listening skills gradually. Therefore, the duration of the oral presentation is different in different classes. In the lower classes, the oral presentation can take 5-10 minutes, and in the upper classes, it can occupy the entire lesson. In the lower classes, the explanatory method is used in the study of the following topics: plan and map, annual movement of the earth, internal structure of the earth, rocks, relief and its types, volcanoes, salinity and temperature of ocean waters, terrestrial waters, structure of the atmosphere, monsoons, formation of cyclones and trade winds, low pressure and high pressure areas and so on.





In the upper grades, the explanatory method is used to study the structure of the main sectors of the national economy and the laws of their development, the geographical distribution of labor, the creation of economic regions, the transport system and the main types of international economic relations, and other topics. The explanatory method is carried out in the form of a proof. In the course of the explanation, the teacher reveals the connections between the phenomena and introduces the students to the main natural geographical and economic geographical laws. For example, the heat generated in a certain place depends on the angle of the sun's rays, the temperature and pressure decrease as the height increases, and so on.

During the explanation, the teacher asks students questions and invites them to express their opinion in order to increase their attention. For example, how trade winds affect the climate of Africa, what happens when air rises from the Earth's surface. During the explanation, the teacher uses a map, a blackboard, and various visual aids.

In the formation of geographical concepts for elementary school students, the following topics can be taught using the explanatory method: components of the economy, components and structure of industry and agriculture [6; p. 61]. The explanation should be carried out in a certain order, divided into some parts. For example, when explaining the agriculture of a region, the topic can be divided into the following parts:

1. Agriculture is closely connected with natural conditions.
2. General features of agricultural development.
3. Agricultural industries.
4. The location of agriculture and places where the main farming and animal husbandry are developed. In order to increase the level of proof of natural geographical concepts, it is very important to observe the educational content explained, experience, and connect the students with the knowledge obtained from other subjects.

The narrative method also has a positive effect on the formation of geographical concepts in students. The student uses the story method to form vivid images of geographical events and phenomena in the minds of students, to introduce students to geographical discoveries, unique landscapes, and the life and activities of people in different countries. The story method must meet the following requirements:

geographical existence, events and events to be told must be selected in advance; the story should create a clear idea of the studied geographical entity, events and phenomena in the minds of students;





the story must be reliable, primary information must be distinguished from secondary information;

different visual aids should be used during the story;

in the lower grades, the teacher should tell more stories about the geographical events and phenomena he saw;

the story should be connected with life, easy to understand and interesting; - the story should be told using the latest achievements of geography;

the story should be ideologically politically correct. It is necessary to use the information published in the daily press.

## Conclusion

The effectiveness of the story largely depends on the choice of educational material, the correct ratio of evidence and generalizations. During the story, the teacher should not forget to form the main and most important things, that is, geographical concepts, during the presentation of various information. No matter how much and interesting the given information is, if they are not put into a single system, if the connections and connections between them are not revealed, and if the relevant conclusions are not made, the story will not give the intended effect. It should strengthen and clarify evidence, conclusions and generalizations and facilitate students' mastery.

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