



METHODOLOGY OF THE DEVELOPMENT GEOGRAPHICAL CONCEPTS IN SCHOOL PUPILS

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Annotation

This article focuses on the importance of teaching geographical concepts in school education, revealing the content and methods of comprehensive education of pupils, developing the natural knowledge of pupils in teaching geography, creating some situations, as well as harmonizing nature and society in secondary school curricula, problems of establishing serious relationships in interdisciplinary connects, the development of pupils' geographical knowledge, their worldview, behavior, general culture, teaching methods, ways, opportunities and tools; in teaching of geography, pupils analyze some important facts, create a mechanism of communication in the study of events and processes, consciously master the material through the application of previously acquired knowledge, skills, competencies in the natural sciences, the content of science education, integration and relevant knowledge should be described using modern educational technologies based on the content of integration.

Keywords: school, geographical concepts, integration, natural sciences, ecology, thinking, knowledge, development, pupils, lesson, method, tool or equipment, ecological culture, skill, qualification, nature, society environment, human and nature.

Аннотация: В статье обсуждается важность усвоения географических понятий в школьном образовании, раскрывается содержание и методы комплексного обучения учащихся, совершенствуются естественные знания учащихся при преподавании географии, создаются проблемные ситуации, а также гармонизируется природа и общество в учебных программах средней школы. междисциплинарного общения, географических знаний студентов, их мировоззрения, поведения, общей культуры, методов обучения, способов, целенаправленное развитие возможностей и инструментов, анализ фактов в обучении географии, создание механизма связей в изучении событий и





процессов, осознанное усвоение учебного материала через применение ранее полученных знаний, навыков, компетенций и компетенций в естественных науках, Содержание естественнонаучного образования, а также содержание знаний в различных учебных дисциплинах, исследующих проблемы, связанные с природными взаимоотношениями, описаны с использованием современных образовательных технологий.

Ключевые слова: школа, географическое понимание, интеграция, естественные науки, экология, мышление, знания, совершенствование, студенты, урок, метод, инструмент, экологическая культура, умение, квалификация, природа, окружающая среда общества, человек и природа.

INTRODUCTION

Nowadays, a teacher has the opportunity to choose this or that education system, a private school, an alternative program, so it is necessary to clearly define the attractions for geographical knowledge. The urgency of the problem can be explained not only by the fact that some theoretical and practical problems have not been resolved, but also by the fact that it does not allow the pupils of school to master the geographical concepts in the learning process and achieve significant results in teaching. It should be noted that this problem has not been sufficiently addressed in the work of public schools yet [4].

Geographical concepts are considered from different points of view, depending on the specific features of each of the related disciplines, with its specific theories of knowledge, logic, psychology, pedagogy. Dialectical logic, on the other hand, views concepts as a form of thinking. In the formal-logical understanding, the logical way of forming the concepts of the problem of concepts, the content, the ways of revealing the content, the content of the concepts as a means of cognition are considered. In psychology, the term concept is generalized knowledge that reflects the properties of things and events. In pedagogy, this concept helps to uncover scientific knowledge that reflects important aspects of things and events and is available in a specific terminological form. But the truth is that, these sciences approach conceptual analysis in general from the point of view of 'concept' - the category of logical knowledge and as an integral part of knowledge [5].

In fact, the geographical concepts appear and are formed within certain sciences, for instance, biological concepts, mathematics, geography and so on. In the learning psychological, didactic and methodological literature, we have not been able to clearly





define the criteria that go into the geographical structure of the concept. In other words, the concept of geography has no clear boundaries.

The concepts learned in school are the most important link in all subsequent education and influence the formation of the initial foundations of young pupils' worldviews. An important but little-studied problem in this regard is the process of forming geographical concepts in primary school. In general, it can be interpreted as follows: when comparing real or factually materials, school pupils compare similar external features and identify them with appropriate words. The main criterion for the complete generalization of knowledge is the ability to give a clear example or illustration that corresponds to this knowledge in terms of the external features of pupil's concepts. Thus, the characters are divided into important and insignificant. Over time, pupils generalize in terms of previously collected ideas through analysis and synthesis.

The teacher's detailed explanations and textbook are often sufficient to master the concepts without working directly with the topic material. The next stage of pupil's thinking is to understand classification, systematization, and empirical explanation. Since generalizations are made by school pupils on the basis of abstract and deductive reasoning, these generalizations can be called conceptual or elementary-conceptual. Thus, it is possible to achieve the initial level of generalization in the methodology of formation of geographical concepts, which is the first, the main stage of the next stage of teaching pupils, and gradually leads to higher forms of generalization. It is therefore necessary to analyze this process in detail and identify all aspects of this complex mental activity. A study of modern practice of teaching geography in secondary schools suggests that not enough attention is paid to the use of didactic tools to activate the process of forming geographical concepts. At the same time, the implementation of the principle of continuity in modern education is an important task for secondary schools. In continuing education, the communication system that ensures the interaction of these key tasks is aimed at creating a unified education, and to this day, special emphasis is placed on the fact that teaching and learning methods are an important factor in child development [12].

School education is a system that shapes basic concepts to impart all geographical knowledge. The modern school is based on the formation of geography teaching and is not dependent on memory, the development of vivid and imaginative images of the world should include statistical data and nomenclature arrays, as well as practical data and skills to use them.

Indeed, geography should become an attractive area of knowledge and activity, and it is important that the acquisition of geographical knowledge depends on conscious and





internal motivational processes. In this regard, the concept of geographical education should be developed and assigned the following tasks:

- To follow the sequence of the content of geographical education at all levels;
- Determining the content of basic and higher levels of geographical education strengthening the teaching of geography in secondary schools;
- To determine the minimum geographical information required for pupils, to set certain requirements for the results of the study, taking into account the physical load;
- To identify forms of organization of additional labor, to improve vocational education that provides a link between geographical knowledge, to gain an understanding of the vitality of the science of geography and to improve pupils' interest in geography. It is known that the structure of geographical education includes many interrelated stages: pre-school education, primary education, basic general education and secondary general education and all of them should be constructive by nature.

Geography is a natural science that reveals the content and methods of comprehensive education of pupils. Not only does geography describe and explain the teaching process, but the teacher also develops rules that can successfully teach pupils the subject. Human's perfection depends on what he does, the relationship takes place in the process of activity involving the character. Evidence, proofs (motives) of this or that type of activity - reading, work, play, communication are of special importance. Evidence of communication should be an integral part of any lesson. If the teacher does not take this into account, will have reduced access to knowledge in nature. Properly organized communication with nature enriches and deepens the sense of beauty in school pupils, they improve the ability to evaluate their actions and hard work, these qualities include understanding the norms of ethical behavior, responsibility to others and is necessary to understand duty.

The school geography course covers a wide range of natural phenomena, which sometimes makes it difficult to make observations that are interrelated with the phenomena being studied. Therefore, in the selection of geographical objects for the initial study of geography[16].

It is necessary to take into account the age characteristics of pupils, the comprehensibility of the material studied, its educational and developmental impact, the availability of local history material, the ability of the school to use the acquired knowledge of wildlife and geography. In organizing the educational process, it is necessary to pay attention not to the current level of development, but to the zone of proximal development. Until now, teaching geography in a traditional school has focused on imparting empirical knowledge to pupils based on already developed





forms of pupils' mental activity — cognition, memory, and visual-figurative thinking. Such training is based on the principle of existence and combines the past stages of mental development [14]. The didactic model of the process of shaping the learning activities of school pupils is fundamentally different from traditional teaching in terms of content, which, in addition to mastering the content of geographical materials, also masters the methods of teaching. In this regard, we can include the concept of "learning activities" in the content of education. The process of developing this understanding in school pupil goes hand on hand with the acquisition of geographical knowledge. The most important aspect of this work is the targeted impact on the motivational field when pupils master the components of learning activities, goal setting, planning, implementation planning, self-management and self-assessment educational activities are important for.

The technological aspect of shaping the learning activities of school pupils includes a set of didactic methods, logical and heuristic recipes, as well as technological maps of lessons[15].

Logical-heuristic recipes determine the sequence in the formation of school pupils' learning activities;

Use of different techniques to ensure better mastery of general techniques;

It is necessary to study the structure of the time and place that is optimal for the introduction and mastery of the technique. Technological maps and lesson plans which reveal the logic of the teaching process and organize the learning activities of the teacher help to solve the problems of education development. [2]

Since the system of teaching in school depends on the formation of a system of concepts, an important aspect of the development of education is the creation of a conceptual apparatus that can ensure the formation of educational activities. The structure of scientific concepts is fundamentally different from the linear method used in the traditional teaching process, because teaching is the process from the consideration, analysis and generalization of specific facts and events in the final stage of education [13]. The conceptual apparatus of the course can be considered as a complex dynamic and hierarchical subordinate system of fundamental, basic, concretizing concepts, built on the principle of ascending from an abstract concept such as "natural complex" to a concrete, clear "geographical crust".

The formed components of educational activity were identified based on the observation of the improvement of each component of education, which allowed us to distinguish three levels: low, medium, and high. Based on the observations, it can be said that, the process of formation of educational activity is uneven, the levels formed in all components are different for different pupils, but there is a gradual





development trend of this process[17]. In the process of shaping the educational activities of school pupils, the satellites facilitated the operation of conducting a didactic model of the geographical educational process, which produced experimental tests that led to efficiency. The main theoretical aspect of this model is that it is an educational content based on a system of scientific and theoretical concepts. At the same time, development is not about gaining a set of knowledge, but about shaping pupils' productions for learning, helping them practice to educate themselves and develop themselves. [8]

The formation of a new education system, which is currently underway, is associated with significant changes in pedagogical theory and practice, especially in teaching[19]. The principle of variability, announced today in the field of education, offers theoretical teachers and practitioners a wide range of options for the selection and design of the pedagogical process. The development of education, which consists of the development of different content options, is actively carried out with the achievements of the science of psychology; the use of modern didactic opportunities in the theoretical substantiation of new technologies activates the activity of researchers and practitioners in the study of existing and predictable pedagogical systems[18]. In studying the problem of improving the existing education system and rationalizing the educational process, attention should be paid to the development of ideas of personal development. Reconstruction of school education on this basis is associated with the transition to developmental education, whose central task is to shape educational activities.

The fundamental difference between developmental education and traditional education is that it is related to the nature of the organization of learning activities of school pupils, which allows them to use hidden resources to develop their mental abilities in the learning process. Practice almost does not provide the teacher's purposeful, systematic work in this area, and if it (learning activity) develops in the learning process, as a rule, it arises spontaneously. [8]

There is an important reserve of intellectual development of school pupils in solving problems of improvement of teaching and learning activities, in the acquisition of scientific knowledge (geographical, biological, etc.) the pupil simultaneously organizes their education should do. The acquisition of this knowledge is a theoretical requirement for the pupil's participation in activities that correspond to the formed (learning) activities and the development of the content and technological aspect of finding content to resolve the conflict between the nature of his activities in the learning process[11]. Formation of educational activity of school pupil in the process of teaching geography in secondary schools, solving this problem, creating, defining





the content of textbooks and establishing educational activities in the process of teaching geography provided. [9]

It is known that educational activities are divided into several components: motivational, indicative, operational, evaluative, including goal setting, educational activities, control actions and evaluative actions.

The analysis of literary sources allowed to form an idea of the structure of school pupils' learning activities in the process of studying geography, which differs from the view that educational actions are a two-stage process. A review of the principles of building the content and structure of school geographical education will contribute to the successful formation of educational activities in the process of restructuring the historically formed school education system on the basis of individual orientation. On the problem of the content and structure of education, the materials we analyzed show shortcomings in defining the content of general education sciences, the essence of which is the lack of internal logical connections between the acquired knowledge and concepts, to organize the learning process in a systematic way for pupils, it is also important to establish a relationship between the topic-based content of scientific and theoretical concepts [10].

The peculiarity of the approach to teaching the structure and content of geographical education is that its knowledge will be systematically organized on the basis of the principles that serve to shape the educational activities of school pupils.

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