

WAYS TO IMPLEMENT AND DEVELOP THE COMPONENTS OF THE CONTENT OF GEOGRAPHY EDUCATION

Amonov Kholmuhammad Normurotovich

(e-mail) baxa7682@mail.ru

Head of the Department of Internal Control and Monitoring of the State Conservatory of Uzbekistan, Candidate of Geographical Sciences, Tashkent, **UZBEKISTAN**

ABSTRACT

This article describes the ways of implementing and developing the components of the content of geography education.

Keywords: Types of geographical skills. Geographical, educational, practical, labor skills and competencies, stages of skills and competencies in students, groups of skills and competencies, skills and competencies acquired in students in teaching geography.

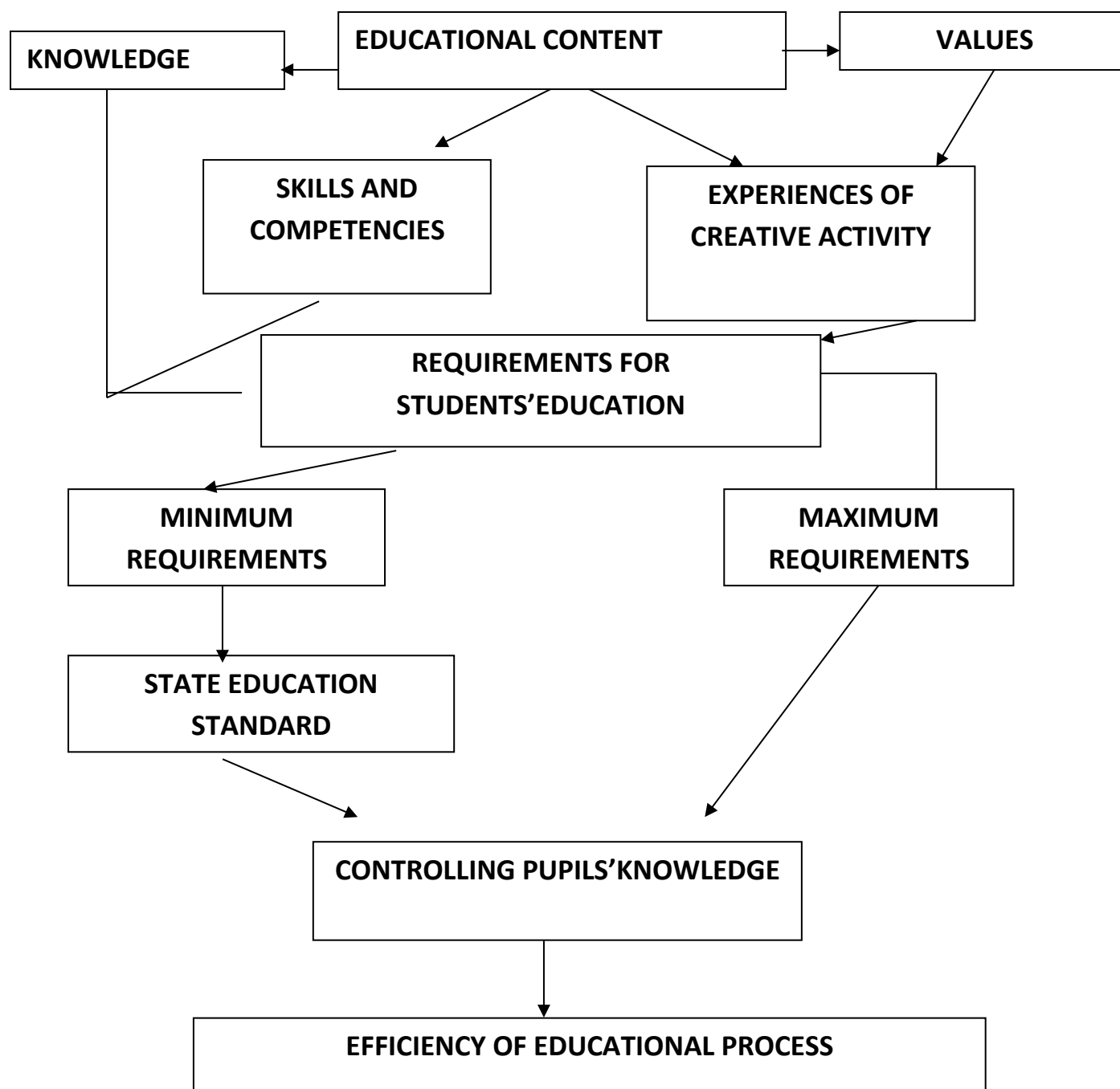
INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

There are components of geography in general secondary schools: "Natural geography elementary course", "Geography of continents and oceans", "Natural geography of Central Asia", "Natural geography of Uzbekistan", "Economic and social geography of Uzbekistan", "World economic and social geography" and "Applied geography" are geography subjects. If the content of these disciplines is analyzed, it can be seen that they contain geographical concepts, skills and abilities. The main part of the content of geographical education is knowledge (scientific concepts, ideas, laws, scientific theories).

In didactics, the components of educational content have been identified by many researchers. In particular, by academician I.Y. Lerner:

1. Knowledge (scientific concepts, ideas, laws, scientific theories);
2. Methods of work (skills and abilities);
3. Experiences of creative activity;
4. A list of values is included. [1. 26-27p.].

Table 1” COMPONENTS OF GEOGRAPHICAL EDUCATION CONTENT



The main purpose of teaching geography in secondary schools is to implement the knowledge, skills and competencies standardized by the SES. The Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 also sets out the main directions for the long-term development of the public education system, including the formation of opportunities for the development of knowledge, skills and competencies in school geography. [2.1-2p.]. Therefore, one of the main problems of geography teaching methods is the formation of knowledge, skills and abilities in students, which is a key component of the content of education, and this issue has been studied by some geographers-methodologists. In order to implement knowledge, at first it is necessary to know its definition. Knowledge is made up of scientifically defined concepts on the essential features and characteristics of things and events, processes and the connections between them. [3.147 p.].

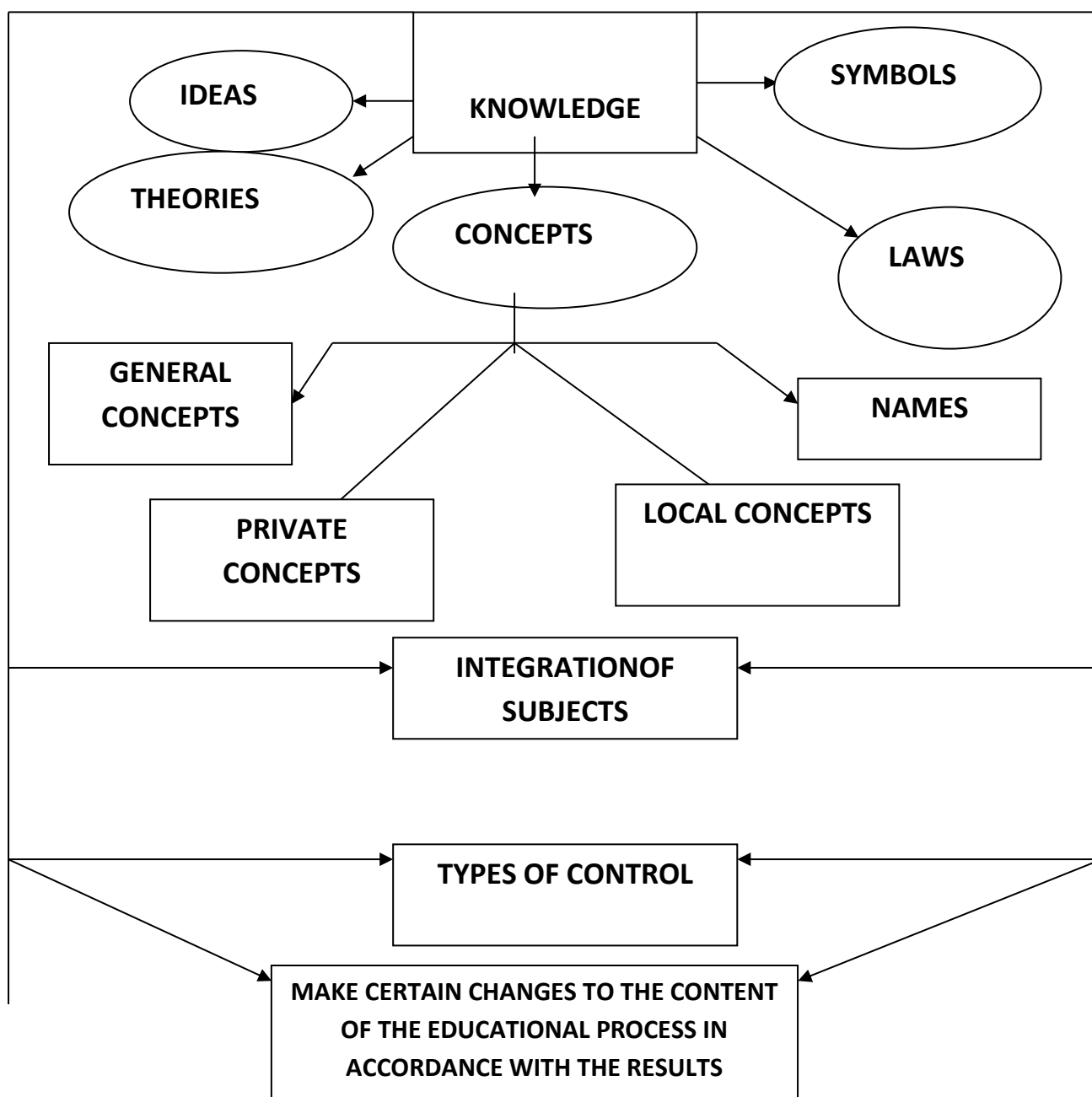
Thus, knowledge is a system of concepts, and the problem of concept formation takes the lead. The formation and development of geographical concepts is the driving force of geographical education, the main unit of the content of the study material.

The implementing the concepts in students is carried out at the following stages:

- Receiving educational material through the senses;
- Perceptual verbs;
- Imagination;
- Remember;
- Practical application;
- Checking the results;
- Summarizing information and making a conclusion;

Adherence to the stages of concept formation by the teacher allows students to accept and understand the concepts. Table 2.

Table 2. COMPONENTS OF KNOWLEDGE IN THE STATE EDUCATIONAL STANDARD



For this reason, the teacher should define the concepts in the content of each subject, focusing on implementing these concepts in students.

Concepts are gradually developed and perfected from topic to topic, so their development alongside the formation of concepts has an important educational value.

It should not be forgotten that the concepts can not be mastered by students at once, and the implementation of the above steps in the formation of concepts will take some time. Giving concepts from facts is a long-term process that requires adherence to the teaching aids and methods used in the lesson, and the most important thing is to avoid giving ready-made concepts in a "ready" way, without difficulty.

The teacher needs to use the stages of the formation of concepts, the involvement of students in mental activity, the use of logical reasoning operations, such as comparing objects, finding similarities and differences, generalization and inference.

An indicator of the level of formation and development of concepts in students determines the level of effectiveness of geographical education. For this reason, the highest level of concepts acquired by students is the free expression, interpretation and independent use of concepts in practice. The process of independent use of concepts in practice is defined by the students' understanding of the concept.

As the teacher prepares effectively for each lesson, the identification of specific and general geographical concepts in the context of the topic, the identification of appropriate skills and competencies, the development of students can be seen as they progress to the stages of mastery, then the teacher identifies errors in the process of students' acquisition of concepts, and takes measures to eliminate them.

The second component of the content of geographical education is the methods of activity, ie skills and abilities.

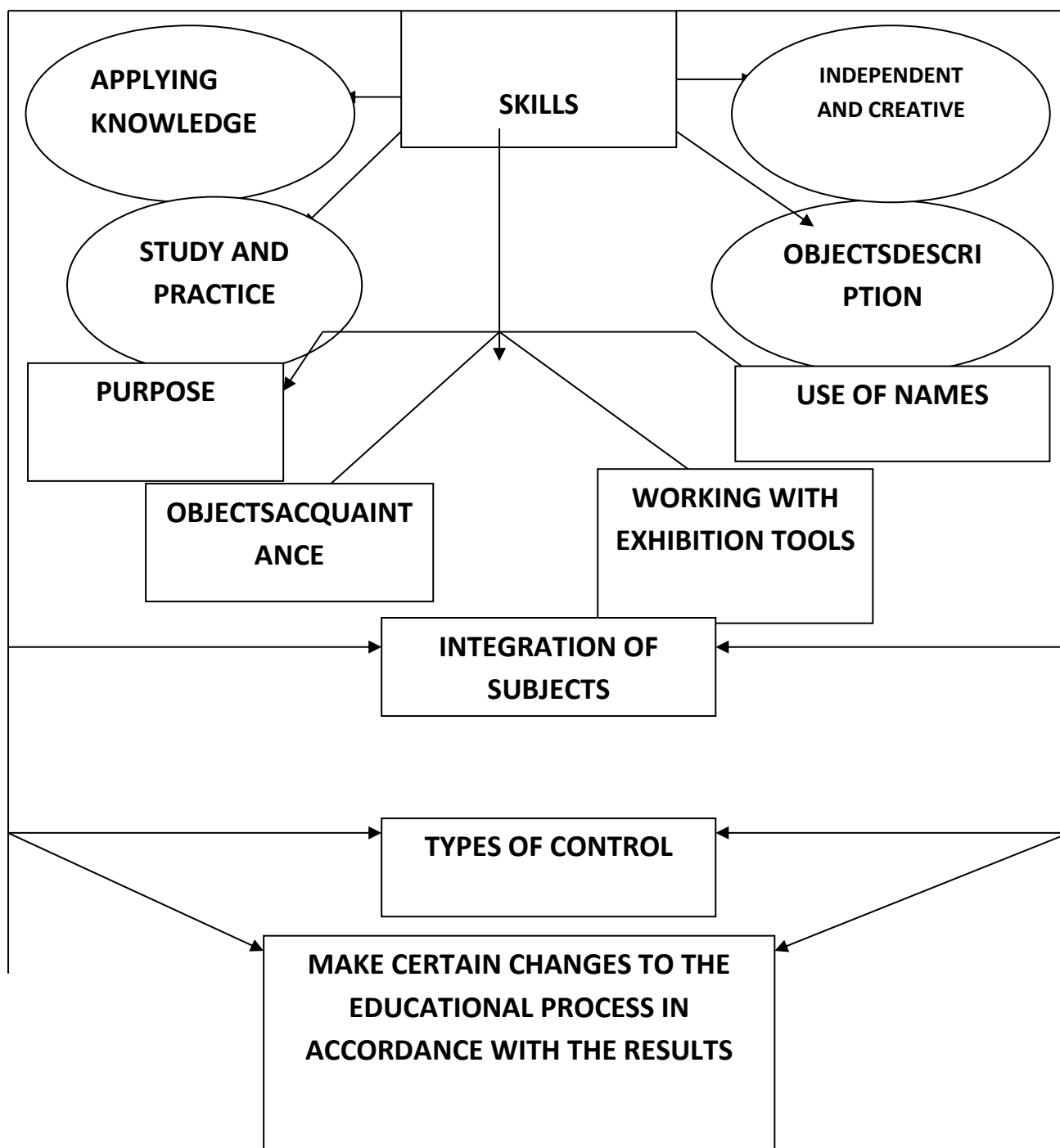
Skill is a method of mastering an activity, and a skill is an automated form of this skill. The geography teacher should have a clear understanding of the geographical skills and competencies included in the curriculum, and have a deep understanding of the stages of composition in students.

Skills developed by students include:

- Identify work methods that are part of the skill;
- Performing skills-based work practices;
- Repeating these methods;
- Practical application;
- Results are assimilated through verification steps.

The main groups of skills in the state education standard are listed in Table 3. [4.147 p].

Table 3. MAIN GROUPS OF SKILLS IN THE STATE EDUCATIONAL STANDARD



The teacher should prepare thoroughly for each lesson, identify the geographical, academic, practical and labor skills in the context of the topic, increase the number of students in the extracurricular activities, analyze the results achieved, analyze the results. If there are mistakes, he must take measures to eliminate them.

In short, through the formation and development of knowledge, skills, competencies in the content of school geography, students have the opportunity to further develop geographical thinking and worldview.

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