

THE INVESTIGATION OF TEACHING GEOGRAPHY AND USING DIFFERENT METHODS

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Annotation. This article studies the problems of different methods of teaching geography. It also finds out appropriate innovative methods of teaching geography.

Key words: innovative method, content, skills, pedagogy, goals.

There are ideas about the content, nature and function of teaching methods. The method of teaching when they are summarized which can be defined as: a teaching method for educational purposes the interaction of teacher and students to achieve. The purpose of the teacher in the learning process is to impart knowledge, the purpose of the students knowledge. A series of trainings in pedagogy to achieve these goals methods have been developed. Teaching methods are classified according to many characteristics which is why there are a number of options for classifying teaching methods.

Oberlander, a German scholar, first classified teaching methods developed by. This classification dates back to the 1930s used. Oberlander classifies geography teaching methods as follows:

- Analytical methods. First, the Earth is studied as a whole object, and then parts of it will be studied. For example, "Continents and oceans are natural in geography the general properties and laws of the Earth are first revealed. The natural geographical features of individual continents and oceans are then studied;
- synthetic methods. First the individual places are studied, then the Earth as a whole will be studied;
- constructive methods. In this case, the student draws a map of the earth's surface acquires knowledge about relief;
- binding methods. It is studied when working with such methods great emphasis is placed on the study of connections and connections between events; for example, a decrease in temperature and pressure as it rises, and so on.
- grouping methods. To compare the same geographical phenomena based on. For example, the saturation of rivers, the distribution of precipitation, industry location of some networks, etc .:

These methods were later refined by other scientists starts. D.D. Semenov, E.Yu. Petri, A.S. Sokolov, V.P. Budanov, S.P. Arjanov redesigned by. S.P. Arjanov's methods of teaching geography can be divided into the following groups: analytical, synthetic, concentric, associative, grouping, comparison, experiment, interaction, heuristic, dogmatic, synthetic- genetic, experimental-heuristic. May 15, 1934 of the People's Commissariat "Primary and secondary geography. The teaching methods available after the decision on "teaching in schools" are strict will be criticized. Developing a new content and essence

of the concept of "teaching method" was released. V.G. Erdeli divided geography teaching methods into two groups. Recommended to be:

A) methods used in all disciplines;

B) methods used only in geography (for example, working with maps methods).

A.A. Polovinkin in 1938 in the textbook "Methods of Natural Geography" distinguishes the following methods: oral presentation, map, slide; plasticine; textbook and working with globes; excursion and experimental methods. V.P. Budanov 1939. In the book "Methods of teaching natural geography" on teaching methods describes: "Teacher-led learning of students' new knowledge and skills."

V.P. Budanov follows distinguishes methods: live speech; work with textbooks, work with globes and maps, demonstration, observation and experimentation. That's the problem since the 1950s N.N. Baranskiy, A.V. Darineskiy, V.A. Juchkevich, V.A. Korinskaya O and developed by the Muminovs.

It is important to note that there are always different teaching methods the classification was based on a single rule, i.e., sources of knowledge basically. Therefore, in the modern methodology of teaching geography classification of methods according to sources of knowledge is common. Chat, lecture, work with maps, observation, experiment, work with textbook, statistics methods of working with data in one form or another in secondary schools widely used. Recent developments in teaching methods intensified. According to sources of knowledge of teaching methods of geography classification began to be criticized because these methods were mostly external depending on the characters, taking into account the learning activities of the students classified.

Now let's look at the methodological basis of teaching geography. In philosophy, the concept of "method" is defined as follows; "Being practical and theoretical study." This definition is mainly scientific and educational different, so by applying this definition directly to the learning process not because they have different goals and activities. But their There are also commonalities. The most common of these is science and teaching is the process of knowing. In scientific knowledge, being is an object, being a subject is a researcher (scientist). Learning as an object in the teaching process the content of the subject, the subject is the students. In both conditions also has a special place in the activities of the subject. That's the decent thing to do, and it should end there allows you to apply the philosophical definition of the method to the learning process.

Now we need to work with the teacher to determine the student's goals. The teacher's teaching objectives are:

- Ensuring that students acquire knowledge and skills;
- Ensuring the development of students' consciousness;
- Ensuring the formation of students on the basis of acquired knowledge and skills, that is, to bring them up.

The method of teaching (student) is focused on one goal, that is acquisition of knowledge and skills. So the goal of the students which is the basis of the teaching method of students. Teacher training not only to control the process but also to be within that process that is, at the same time as students acquire knowledge and skills both the manager and the facilitator should be present. It's all about teaching methods can be described as follows: "Teachers by a

teacher who allows you to master the content and is a collaborative effort by students”.

The method should always be relevant to the curriculum. In school geography and methods of teaching geography to the methods of teaching geography without words should be compatible. Teacher and student activities include: methods of working with cartographic data and manuals; observation and experimentation; work with statistics; work with different drawings; economic accounting books.

So, teacher and student activity is teaching method. The method should always be relevant to the curriculum. In school geography and methods of teaching geography to the methods of teaching geography without words should be compatible. Teacher and student activities include: methods of working with cartographic data and manuals; observation and experimentation; work with statistics; work with different drawings; economic accounting books. So, teacher and student activity is teaching method.

There are some types of activities:

1. Analytical
2. Synthetic
3. Inductive
4. Deductive

By the nature of thinking activity and cognitive activity

1. Explanatory demonstration method
2. The method of reproduction or restoration of acquired knowledge
3. Problem statement method
4. Problem-based learning method
5. Partially searchable method
6. Search method

S.T. Shapova Lenko divides all methods into three groups:

1. Oral methods
2. Demonstration methods
3. Practical methods

In addition, the above methods in geography are further divided into two groups. We can be:

1. Methods of acquiring new knowledge
2. Methods of restoring the acquired knowledge

Choosing teaching methods in geography is one of the most important tasks is one. If the appropriate method is selected incorrectly, the teacher and student collaboration becomes ineffective. Therefore, the choice of teaching methods should be based on certain principles. They are consists of the following.

The "method selected" should be relevant to the topic being covered. This is the first and most important condition for the effectiveness of the method. In most cases it is often the case that a single method is used to teach the same content does not work. Therefore, it is suitable for teachers and students you need to choose the methods that will come. Opportunities to get to know students, the level of complexity of the activities they perform, the time factor and determining the type of method in the absence of the necessary sources of knowledge in the geography cabinet will give. Students' cognitive abilities should be taken into account when choosing a teaching method principle, which focuses on:

the complexity of the subject matter;

to the extent of theoretical knowledge;
the level of the students in the class;
students' ability to work independently;

The principle of taking into account the characteristics of geographical knowledge. Depending on the nature of knowledge are divided into the following types:

- knowledge of the appearance of geographical events and phenomena. This knowledge and students' perceptions of the events being studied forms. For example, mountains, forests, deserts, lakes, rivers, maps;
- geography knowledge of the location of events and phenomena in space nature location of administrative units of zones, climatic zones, states, cities;
- knowledge of the properties of geographical events and phenomena. Such knowledge soil fertility, moisture, evaporation, intensive and extensive farming, rock hardness, salinity and temperature of water, etc.
- knowledge of geographical processes. This knowledge includes wind, rain, and water erosion, landslides, earthquakes, production processes, migration, urbanization, volcanoes and other processes;
- knowledge of geographical existence and the structure of events. For example, mountain rock composition, precipitation composition, composition of land resources, population national composition, etc.
- knowledge of the structure of geographical existence and phenomena.

This knowledge crust, structure of the earth, structure of the atmosphere, internal structure of the earth, the structure of agriculture, the structure of the soil, the structure of the national economy, the people farm structure, etc. knowledge of the relationship between geographical events and phenomena, e.g., cause and consequences, periodic, spatial, functional relationships. Each of these knowledge requires the use of individual teaching methods reaches.

Applicable methods should meet the following students:

- a) The method should be educational, that is, for the development of students, should influence their interests;
- b) The chosen method should be scientific, to what extent the method is scientific is so clear and concise;
- c) the method should be popular;
- g) the method must be effective, i.e. the teaching materials reinforcement should be focused on acquisition.

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