

IMPROVING GEOGRAPHICAL KNOWLEDGE IN PRIMARY EDUCATION

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Abstract:

The beginning of the article class It is considered a priority to improve students' geographical concepts , to integrate new theoretical and practical knowledge about the laws of nature and social development into the educational content, to train creative specialists so that students can acquire knowledge important for social life experiences and various fields of science. coherence between them, i.e. determination of interdisciplinary connections , formation of geographical concepts in elementary school classes , study of geographical events and processes, previously acquired knowledge, skills, and competences in academic subjects and the issues of conscious mastering of educational material by applying competencies in new situations are described.

Keywords: b high school, geographical concept, pedagogical conditions, form, method, tool, natural sciences, integrative approach, improvement, knowledge, didactic foundations, theoretical problems, modern approach, nature, society, environment, human and nature.

Geographical education refers to the system of geographical sciences that provides students with knowledge about the structure and basic laws of natural and economic-social complexes. The methodology of geography education is a science that studies the process of teaching natural geography, economic geography and other special geography subjects in general education primary schools and vocational colleges and is included in the system of pedagogical sciences. Geography education methodology is closely connected with general didactics and educational theory. The science of didactics is a theoretical science that studies the general laws of the teaching and upbringing process, the content of education[8].

The science of didactics does not deal with the methodology of teaching specific academic subjects. At the same time, each academic subject has its own characteristics. Therefore, special didactic sciences deal with the methodology of teaching particular subjects. There are theoretical and practical aspects of geography teaching methodology. Researches the following theoretical and practical methodological problems in the establishment of geographical subjects in primary school:

in elementary school, geographical subjects are based on the science of natural science, research methods, and the history of development;

determination of the goals and tasks of natural sciences in general and specific subjects;

education and education unity done increase.

At the primary school geographical concepts in formation geography teaching methodology based on sources two big from the part consists of : general and private geography teaching methodology[9]. General geography teaching methodology is this of geography didactics is considered It is geography teaching process to himself special feature learns. Geography of teaching common methodology theoretical and Methodical issues work comes out , i.e science himself research methods learns in this main attention educational goals work to exit is directed[10]. Determined educational goals based on geography of education content work will be released.

In it waxy methodology two to the part divided: - natural geography teaching methodology ; - economic and social geography teaching methodology ; Geography of teaching private methodology-separate study sciences the goal and duties work comes out and generalist circumstances sure study sciences teaching in the

process apply issues learns _ Private geography teaching methodology natural and economic and social geography courses separately sciences according to study educational processes to himself special features work comes out[11].

Private geography teaching methodology geography sciences content for common of methodology theoretical developments clarifies, har one class georgraphy course content and structure , initial geographical concepts formation , training works methods of students independent their work analysis to do problems work comes out Teaching purpose determination from long ago didactics and geography teaching methodology the most important from problems considered is coming This the problem how solve school of geography structure , content and teaching methods types with depends[12].

Since the 20th century, a lot of attention has been paid to the problem of developing the goal of education. In the current era (21st century) due to the change in the content of geography education, more attention is being paid to this problem. Geography teaching methodology is the science of learning, processes, principles and laws related to the basics of geography. Knowledge of these principles and laws allows the teacher to organize and manage the educational processes related to the school geography course in accordance with the requirements of the time[13].

The object of geography teaching methodology is the educational process related to this subject. The subject of geography teaching methodology is the purpose, content, teaching methods, forms, education and development of students. The goal of geography teaching methodology is to introduce the content of geography subjects, its teaching forms, methods, and tools in a mutually dependent manner. The task of geography teaching methodology is to introduce the content of geography subjects, its teaching forms, methods, and tools in a mutually dependent manner. Also, the methodology of teaching geography sets the following tasks:

- to provide future teachers with in-depth and comprehensive knowledge of geographical subjects;
- reveal the educational, educational and development possibilities of school geography;
- further improvement of the content of elementary school geography in accordance with the requirements of the time;
- reflect the achievements of modern science in the content and structure of elementary school geography;
- further improvement of the structure, sizes and types of geography lessons;
- development and implementation of new pedagogical and information technologies for teaching geography ;
- geographic excursions, further improvement of research technology.

It consists in developing the content of academic subjects, teaching forms, tools and methods that help students to grow as well-rounded individuals. Geography teaching methodology equips students and teachers in primary education with teaching theory and education[14].

In the formation of geographical concepts in primary education, a number of natural, socio-economic and humanitarian sciences are interconnected. The processes associated with the formation of geographical concepts in primary education are manifested in the following:

- the science of geography forms the basis of the content of school geography and is the basis for its development;

The content of geography is reflected in the structure of school geography.

Currently, new concepts are emerging in school geography: ecological-geographic conditions; systematic method; geopolitics: prediction; evaluation and hakazo. Didactics is the general scientific basis of the methodology of all educational subjects. The methodology of geography education develops on the basis of legislation, laws and regulations based on didactic science[15].

The science of didactics clarifies the legal connections and relations between the components of the teaching process of geography and, on the basis of this, determines the purpose, content, methods of teaching and the requirements for equipping the teaching process. The science of teaching methodology of geography not only relies on the science of didactics, but also provides important information for its development. For example, assessment of students' geographical knowledge, skills and abilities, geographical imagination, understanding, formation of a system of ideas, etc.

The science of psychology studies the general laws of the mental activity of students, the methodology of teaching geography studies the mental activity of students, the aspects related to the acquisition of their geographical knowledge. Without taking into account the age, knowledge, thinking ability of the students in the teaching of geography, it is impossible to effectively influence their educational activities. Because of this, the methodology of teaching geography is closely connected with the science of psychology[16].

The methodology of geography education is inextricably linked with the science of ecology. In geography education in schools, academic lyceums and vocational colleges, great attention is paid to environmental protection and rational use of natural resources. Starting from the elementary course of natural geography, 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 comprehensively considered in geography subjects of general secondary education.

In primary education, the development of geographical knowledge, the study of the nature of each continent and country and the history of its development is related to the study of historical sources. The correct spelling of geographical names, their interpretation, origin and meaning are determined based on the laws and rules of linguistics. In primary school geography, bright expressions, interpretations and descriptions from fiction are used in the study of the world, countries and regions, the components of the geographical shell and the processes in it are explained to the students[17].

Also, in the study of the chemical composition of the geographical crust, the pollution of nature by chemical substances and ways to prevent them, school geography is based on the achievements of the science of chemistry. School geography is based on the achievements of the system of geography and agricultural sciences in studying the characteristics of the soil, vegetation, animal world, and the cultivation of various crops, which are the main components of the geographic crust. School geography and information technologies are based on the achievements of the sciences of natural sciences, which began in the summarization and organization of information in geography education, and the use of modern technical tools[18].

At present, innovative pedagogical technologies are used in geography education, and the scientific-methodological basis of their use is being developed. Geography education in this field relies on the achievements of innovative pedagogical technologies.

This situation creates an incentive for free thinking, independent research, especially among elementary school students. The participants of the educational process organized in this form freely argue with each other, learn the educational material freely, not as ordered, but as they wish.

In it, the participants of the educational process work in small groups. Assignments are given to all members of a small group, not to an individual student. Forms a sense of community in students and increases their initiative. Usually, in the process of introduction of the novelty, a psychological idea about the novelty appears. Psychological depression is manifested in the indifference or negative attitude of the pedagogical team to the innovation.

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