



TECHNOLOGIES FOR CONDUCT OF PRACTICAL LESSONS IN GEOGRAPHY LESSONS

Jiemuratova Gulkhan Otemurotovna

Senior Teacher at the National Center for Training Pedagogical
Staff to the New Methods of the Republic of Karakalpakstan

Abstract

The article talks about the importance of organizing practical work for improving the knowledge, skills, and abilities of students in geography in general secondary schools. Also, several recommendations for school geography teachers on conducting practical work in geography lessons are given.

Keywords: national curriculum, equator, meridian, scale, coordinate, globe, geographic location, continent.

In the "National program for the development of public education in 2022-2026" of the President of the Republic of Uzbekistan dated May 11, 2022, teachers are given great tasks in order to form the knowledge and skills of schoolchildren and educate them in the spirit of loyalty to national and universal values. In one of these tasks, the responsibility of teachers in providing education and training to young people, and increasing their demand for continuous professional development was also shown. Therefore, it is demanded that the teacher, along with his constant search, should educate the students to be knowledgeable, able to correctly evaluate the happening events, and to make the right decision.

In fact, it is necessary to improve the national methodology of general secondary education institutions, to study the teaching methodologies of developed countries, and to establish the methodological bases in which our national values are inculcated. Because today's education system is moving away from the old curriculum and into a training system that allows training personnel for the innovative digital economy and information society [1]. Accordingly, approaches to education are also changing, thanks to the Internet and information technologies, teachers are turning from simple knowledge providers into teacher organizers. But for some teachers, it will not be easy to accept such changes.

In the course "Natural Geography of Continents and Oceans" in general secondary schools, students are taught the nature of large bodies of water and land on Earth - continents and oceans, their parts, the activities of the coasts of continents and oceans along with the changes that occur in them, the climate of various continents, water bodies, natural zones, oceans and their large parts get acquainted with the nature of seas, gulfs and straits [2].



Therefore, students of this knowledge should be able to master the topics well during the study of this course, to be able to deeply understand the content and importance of the existing texts in the textbook, to be able to correctly analyze maps, atlases, pictures and drawings. The role of practical work with geographical maps is very important in the deep acquisition of this knowledge. Because the students strengthen the theoretical information they have received through practical work with cards.

It is important to develop students' skills in working with maps when learning "Natural Geography of Continents and Oceans". In this course, they will learn about geographical maps, their types and the use of maps, geographical coordinates, and their use in everyday life.

As a result, students learn to know and read a geographic map, to describe places based on the map, to determine distances, directions, geographic latitude and longitude, and the geographic location of geographic objects from the map.

Students should visualize the width and length of each continent and its square. This knowledge is either taught by the teacher, or the students find it in the textbook. Because the students acquire the skill of reading the map gradually, during the entire geography course, along with the study of the geographical material. In this process, geographical knowledge is expanded and deepened. At the same time, the competence of card reading is formed. Therefore, before explaining how to describe any environment or geographical objects based on a map, it is necessary to teach children to read conventional signs on the map, to be able to determine the geographical width and distance of places and the position of these places in relation to the sides of the world by looking at the map, and to calculate the distances between certain places based on the grid of degrees and scale.

In order for students to have a correct idea of the size of the continents and to consolidate the corresponding numbers in their memory, the areas of the continents are compared with each other and with the area of the whole land; in which a table is drawn up, diagrams are drawn. In order to get an idea of the length and width of the continent and to strengthen the skills of measuring distances from the map, practical work is carried out on finding the distances between the most extreme points of the continent (based on a grid of degrees and a scale).

Therefore, the unique features of geographical objects are that their most important properties, that is, their geographical location, appearance, shape, and size, cannot be known without a map, and they cannot be separated from the map.

Work with the map conducted in the course of natural geography of continents and oceans is organized by the teacher in various ways. For example, on the topic "**Geographical location and study of the African continent**", it is better if the introduction by the teacher is conducted through the interview method.

The geographic location of a continent refers to how it is located relative to the equator and prime meridian, other continents, and oceans [3].



By conducting practical work with maps during the conversation, he will find out how much knowledge the students have on the subject. The teacher gives an explanation about the content of finding the geographical location of the African continent and the students are given a map of the continent:

1. In which hemisphere is Africa located?
2. What is the size of the African continent?
3. Which oceans are connected to the African continent?
4. On which side of the equator is the continent of Africa located?
5. On which side is the African continent compared to the prime meridian?

Students find the location of the continent based on this plan and understand the geographical location of the continent through conversation. Through questions and answers with the students, the teacher finds the position of Africa compared to the equator and the prime meridian on the map, from which he concludes that the equator line crosses through the middle of Africa, and that the continent is the only continent located in four hemispheres. Then, according to the map, the geographical position of the edge points of Africa, the geographical latitude and longitude, and the borders of Africa with other continents are determined. In later lessons, once students have mastered a plan for dealing with such a problem, they will do all this (when exploring other continents) more independently.

In this course, students should be able to visualize the latitude and longitude of each continent and their area. The teacher tells this knowledge during the lesson or the students find it on the cards in their textbooks. In order to visualize the latitude and longitude of continents and to strengthen the skills of measuring distances from a map, practical work is carried out to find the distance (in kilometers) between the extreme points of the continents. For example, a task is given to determine how far the continent of Africa stretches from the back to the south. For this, the most extreme points and degrees of Africa in the north and south are determined:

- North Ben Secca (37° n.p)
- South Needle (35° s.p)

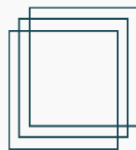
Since the two edge points are located at two different latitudes, we add their coordinates:

$$37^{\circ} + 35^{\circ} = 72^{\circ}$$

Then we multiply the distance of 72° degrees by the length of the grid of 1°, that is, the distance is equal to $72^{\circ} \times 111,1 = 7999,2$ kilometers.

In connection with the study of the geographical position and size of the continents, students can be given various practical tasks about their places. For example, by looking at the map, you can determine the geographic latitude and longitude of your place, find the distance from the place where you live to the nearest sea, etc.

In conclusion, Continents and Oceans reinforces the knowledge acquired by students during the study of the natural geography course by working with geographic maps.



But we have considered that the role of teachers is very important in this. Because the teacher develops the skills of knowing, understanding, reading and comparing the card during the lesson. Therefore, it is necessary to understand that teaching the students the practical exercises given in the new textbook today requires a lot of responsibility from the teacher.

References:

1. “Умумий ўрта таълимда география фанини ўқитиш методикаси” Республика таълим маркази - 2020 йил.
2. М.Т.Миракмалов, Ш.М.Шарипов, М.М.Авезов, М.Т.Ҳожиёва “География 7-синф дарслиги 2022 йил.
3. Даринский “Географияни ўқитиш методикаси” Т-1964-йил.