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PROLEM TEACHING IN GEOGRAFHU EDUCATION

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Annotation
An attempt was made to fully reveal the role and importance of the problem-based education method in the development of geography education, in creating geographical knowledge, skills, and abilities of students. The method of problem-based education in improving the effectiveness of geography education at school is explained on the basis of examples.

Keywords: Problem-based education, geographic education, humanitarian, fundamental, individual, methodological, problem acceptance, problem situation creation.

Introduction

A lot of attention is paid to the differential approach in teaching students. At a certain stage of education, they are given the opportunity to choose subjects that they like and that will help them become specialists later.

Fundamentalization, humanization, specialization, individualization and computerization are the leading trends in the field of education. It is very important to include humanitarian training for future teachers, because they must have not only geographical knowledge, but also logical, historical, methodological knowledge.

Problem-based teaching in addition to various tools to develop students' thinking in teaching geography; extensive use of visual aids, as well as technical means of teaching; systematic control of knowledge; use different methods of independent work; a differential approach is also used in teaching students.

In the conditions of the current development of science and technology, the demand for the developmental function of education is increasing. Therefore, teaching should not be limited to giving only a simple summary of knowledge. Forming a dialectical system of students' thinking in the process of teaching is one of the most important tasks. In solving this task, problem-based teaching is more effective among the currently available methodological methods.

Problem-based teaching is a developmental teaching method aimed at meeting the students' need to master the given knowledge. Practice shows that students' need to understand something is more evident during problem teaching. Nowadays, it is not limited to teaching students, it is necessary to form the learning process in them. This, in turn, requires the teacher to use the problem-based teaching method effectively and skillfully. At this time, it becomes an important task for the teacher to determine how to use this method. It is necessary that students do not have difficulty in solving the problem set by the teacher.

The main task in the implementation of problem-based teaching is to be able to analyze the content and identify the problem in it. In this case, the use of problem-based teaching becomes systematic. This is important for the development of thinking and perception.

In passing the subject of the natural geography course "Diurnal and annual movement of the Earth", the question arises as to what is the effect of the Sun on the Earth and what kind of reality does it create - are the two related or not? will be appropriate.

It is also necessary to answer some questions. Are the diurnal and annual motion of the earth the same? Why do day and night change periodically? Why are the periods alternated? So, at each stage of teaching geography, students solve different problems depending on their level of preparation and intellectual development in the subject. The signs of a problematic teaching program are divided into the following.

1. Number of problematic situations
2. Subject's readiness to solve the problem
3. Possibilities of solving problems in different ways.

The following steps are involved in implementing a problem-based approach:

Stage 1. Preparation to accept the problem. At this stage, students are activated by providing them with the necessary knowledge to be able to solve problems. Without proper preparation, students cannot begin to solve the problem. For example, what causes the spring and autumn equinoxes? Is it summer when the Earth is close to the Sun? - when trying to find an answer to the question, the students are not in a hurry to solve this problem, because their knowledge is not yet enough to solve this problem. By asking such a question, they answer with their own thoughts, their attention is focused on the topic. This is the easiest way to create educational knowledge through the right and wrong way of thinking.

Stage 2. Creating a problem situation. This is the most difficult and responsible stage of the problem approach. One of the characteristics of this stage is that students cannot solve the task that the teacher has set before them. They respond using their existing knowledge and world views. With these answers, they try to enrich their world view, knowledge life skills-tales, cartoons, stories and other sources of knowledge and world view, scientific knowledge based on geographical laws, new knowledge. For this, they need to feel the cause of the difficulty. Why does day and night alternate? We can take as an example the thoughts about the sun not rising and the sun not setting. Although the class is ready to solve the problem, it may not be able to do it. That is, the world view formed in their way of life is embedded in their minds. They can even argue with you. Students will start solving the task only when the problem is clear.

Only when the teacher explains that the rotation of the earth around its axis is the same as the rising and setting of the sun, with the help of the tellurium device, knowledge will appear in them.

Stage 3. Fix the problem — This is the result of the problem. It shows the direction of students' research, which question should be searched for an answer. This is a cognitive task that the teacher puts in front of the students. If students are interested in solving problems, they can create their own problems.

Step 4. Problem solving process. It consists of several steps:
a) promoting the idea; (why should the day be light and dark)
b) create a plan to solve each idea; (night and day)
c) approval or disapproval of the idea. (the reality during the rotation of the earth around its axis)

Step 5. To determine the correctness or incorrectness of the solution, if possible, in practice. Creating a problem situation requires great skill from the teacher. That is why stylists pay great attention to it. GO'M recommends the following methods to create a problem situation in teaching geography.
— to give or demonstrate a number of facts that are not known to students and require additional information for explanation. Creating a desire to acquire new knowledge in them. For example; The teacher explains that the Earth rotates around its axis and rotates around the Sun, and asks to explain why the results of such actions are not the same.
- to use the emergence of a contradiction between the existing knowledge and the studied content, when wrong thinking is formed on the basis of the knowledge of the students. For example, the occurrence of day and night, the "rising" and "setting" of the Sun. The teacher asks the students the following question: Describe the "rise" and "set" of the sun? Students demonstrate and explain its formation using a globe or tellurium apparatus;
- to explain new knowledge based on the learned theory and law with the previous, existing world view. For example, through the Tellurium device, it reveals the laws of rotation of the Earth around its axis and around the Sun. In this case, the teacher guides them in the right direction;
- an idea is created based on a certain theory, and then the correctness of this idea is tested in practice and confirmed. For example, the Sun does not rise or set at all. This is the law. What is the reason for this? Students express their attitude when answering this question. The teacher demonstrates an experiment, then explains the result of the experiment;

- given the conditions and final goal of the task, and ask to find the most convenient way to solve it. For example, the country where we live is facing the sun. He turns away from him. The teacher recommends using a globe to determine the path through tellurium. Students' answers are discussed together with the class team;
- is asked to perform the task independently under the given conditions. This task is considered to be creative, and to solve it, what was learned in the lessons alone will not be enough. The reader is recommended to think at home, read certain additional literature and information. For example, it is assigned to determine which sources are appropriate to use due to the change of seasons;
- the use of the principle of historicity also creates conditions for problem-based education. For example, the fact that the rotation of the Sun around the Earth - Geocentric and the rotation of the Earth around the Sun - Heliocentric theories led to the discovery of the laws, as well as the emergence of knowledge about this in the human perspective, many of which depend on the interaction causes problems to be solved.

When using the problem-based approach, it is necessary to remember that only the continuous use of problem situations in lessons, replacing one with another, will encourage students to think. As the most successful organized problem situation, you can take problem solving lessons proposed by the students themselves. In the implementation of problem-based education, the teacher should form such an interaction with the class that the students are active, take the initiative, and express their opinions openly. If the student's opinion is wrong, another student can correct this mistake during a mutual discussion. It is necessary to justify each expressed opinion, and at the end, the teacher gives a final summary, and knowledge emerges.

The teacher's questions must have a problematic description. When creating a problem situation and solving tasks, first of all, the teacher himself should be an example. He should express his opinion and justify it. Good organization of the debate requires serious theoretical training and deep knowledge of the subject. The most useful aspect of problem-based teaching is that it primarily develops description and teaches students to be confident in their own knowledge and to be independent. He gains confidence in his own strength. Since this approach is very emotional, it increases students' interest in studying and has a strong educational effect. This, in turn, builds confidence and outlook, strengthens knowledge. Because the knowledge acquired through independent research remains in the memory for a long time compared to ready-made knowledge.

As a result of problem-based learning, students acquire new knowledge, identify new connections between concepts and facts known to them. Problem-based teaching can also be used as a method of determining the intellectual capabilities of students. The disadvantage of this method of teaching is the slow control of the thinking process. However, its advantage is that creative thinking requires independence and freedom.

Students reach the same result at different times. Therefore, this methodological method requires more work and greater responsibility from the teacher than other methods. Equalizing the speed of thinking of students in this case requires creativity from the teacher.

So, the main stage in problem-based education is to create a problem situation in different ways. In problem teaching, the teacher's teaching method changes and increases the effectiveness of the lesson. The geography education conducted at the school is raised to the level of modern requirements.

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