



HISTORICAL FOUNDATIONS OF IMPROVING GEOGRAPHICAL CONCEPTS IN PRIMARY SCHOOL STUDENTS

Sevara Shonazaova Rashidovna

Teacher of Termiz State Pedagogical Institute. Uzbekistan, Termiz

Annotation

In this article, the process of forming geographical concepts among students in school education, the stages of the development of the science of geography, the improvement of knowledge in its natural content, the organization and conduct of primary education classes based on geographical concepts, the selected methods are suitable for the needs of students in geography teaching, students' conscious assimilation of educational material by analyzing data, applying previously acquired knowledge, skills, skills and competences in natural sciences in new situations, Geography o The opinions of scientists on teaching methodology, the content of natural science education, the relationship between man and nature, and the use of educational technologies are described.

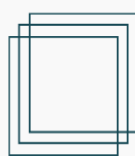
Keywords: school, geographical concept, natural sciences, geography in ancient times, geographical shell, thinking, knowledge, improvement, students, lesson, method, tool, skill, skill, nature, society, environment, human and nature.

Introduction

During the implementation of socio-economic changes in our country, the demands of every member of the society to develop their creative powers and abilities, to prepare the young generation for active socially useful and educational activities are increasing significantly. In this regard, educational aspects should be shifted from mastering the fundamentals of science to the development of the personality of the student who can master creative and constructive thinking.

Implementation of the principle of continuity in the conditions of modern education remains an especially important task between primary and secondary schools. In continuing education, the communication system that ensures the interaction of these main tasks has been striving for the goal of creating a unified education, and finally, today, attention is paid to the fact that teaching and education methods are an important factor in student development[8].

School education is a system that forms basic concepts for imparting all geographical knowledge. It is important that a modern school is based on the formation of geography education and does not depend on memorization, the development of a vivid and imaginative picture of the world, arrays of statistical data and nomenclature, as well as the acquisition of practical information and the use of geographical information. they will have to acquire skills [1; p. 21].



The system of geographical education in our country has been associated with Russia's worldly interests for many years, so the study of geography has been in decline for a long time in the countries of the "Former Union", and this has manifested itself in almost all neighboring countries, in particular, with the decrease of hours devoted to teaching geography, problems have arisen in ensuring the continuity of knowledge and skills from primary grades [2; p. 11].

In fact, geography should become an attractive field of knowledge and activity, and acquisition of geographical knowledge depends on conscious and internal motivational processes. In this regard, the concept of geographic education was created and the following tasks were recognized in it [9]:

- monitoring their sequence along with the content of geographical education at all levels;

- determining the content of the basic and higher levels of geographical education;
- strengthening the teaching of geography in secondary schools;

- determining the minimum geographical information necessary for students, assigning students taking into account the physical load on the results of mastering the subject;

- to determine the forms of organization of additional work, to develop professional education that provides communication of geographical knowledge, to understand the vitality of geography, and to develop students' interest in geography.

The science of geography is one of the oldest sciences, so the history of its development has its own characteristics. At each stage, certain branches of the science of geography developed very quickly under the influence of certain conditions [3; p. 87].

The development of geography science and education in ancient times can be studied in two stages [19]:

- initial accumulation of geographical knowledge;

- formation and development of the science of geography. The initial accumulation of geographical knowledge lasted until the 7th century BC. Geographical knowledge began to be used in connection with the needs of people during the primitive society [10]. Their first geographical knowledge consisted of finding a destination and making the simplest maps. The fact that people began to swim across the sea is considered a huge factor in the development of the science of geography. In particular, the Cretans' sailing across the Mediterranean Sea and crossing the Strait of Gibraltar into the Atlantic Ocean led to the creation of many geographical names. Such names can be called European and Asian.

Analysis and Results

For the Cretans, the west meant Europe, and the east meant Asia. By the 7th century BC, the center of development of the science of geography moved to ancient Greece. Many sciences were formed and developed in Greece. One of the famous scientists of



this period, Homerni, made a map of the world in the 12th century BC, and this map mainly depicts the Mediterranean area. The stage of formation of the science of geography. (from the 7th century BC to the 5th-6th centuries AD) at this stage, the development of shipbuilding broadened people's knowledge about the world, and due to the emergence of large states, the science of philosophy began to develop[11].

At this stage, geography and other sciences developed within philosophy. By the 6th century BC, different ideas and views about the formation of the earth appeared. At this stage, the land is Anaximan (before AD

VI century) drew a map of the world known to science at that time and described the earth. Since then, large works on geography began to be written. They replaced geographical textbooks. Aristotle proved the sphericity of the earth and the existence of 10 heat regions on earth in the 4th century BC.

The world map has been created. On his map, the places on Homer's map were further expanded, and the Northern part of Africa, Asia and European continents were depicted. India in Asia, Amudarya and Syrdarya, Caspian Sea, Italy in Europe, Macedonia, Inland (Mediterranean) Sea, Iberia and other places are depicted. In his book "Meteorology" Aristotle divided the globe into a warm region where people live and a cold region where people don't live. The first textbook on geography was written by Eratosthenes in the 3rd century BC and introduced the term "Geography" to science. This textbook consists of three parts[12].

The first part describes the history of the development of geography, the second part describes the dimensions of the Earth, the borders of land and oceans, climates, and the third part describes the division of land into continents and oceans and the description of the major countries of that time. In addition, Erosthenees made a map of the world and determined the dimensions of the earth. It was before our era[20].

At the end of the II century and the first century AD, Strabo wrote a 17-volume work called "Geography". Geography of country studies was developed by Strabo.

In the same period, Claudius Ptolemy made a great contribution to the development of the science of geography. He invented the method of making geographical maps with a level grid. In this way, he made a map of the world and wrote the 8-volume work "Geography". The maps presented in his book are made in conic and stereographic projections. North is always depicted at the top of maps[13].

Since the 17th century, special expeditions to study the nature of the earth's surface have been organized. Major scientific and practical results were obtained based on the collection of geographical data and their generalization. Until the middle of the 17th century, geography was not taught as a separate subject [4; p. 26]. Geographical knowledge was given as part of country studies courses. Due to the great geographical discoveries and the results of the stage of scientific geographical research, attention to the science of geography increased.



As a result, from the second half of the 17th century, geography was included in the curriculum as a separate subject in the schools of Western European countries. Since the 18th century, geography has been taught in all schools[14].

In the second half of the 18th century, Kh. Chebotaryev published a textbook entitled "Geographical and methodological description of the Russian Empire". During this period, geography was taught in two classes: general geography in primary 3rd grade, Russian geography in primary 4th grade. At the beginning of the 19th century, geography education was introduced in all educational institutions in European countries and Russia [5; p. 283].

In the second half of the 19th century, the works of K. D. Ushinsky, D. D. Semenov played an important role in the development of geography education. K. D. Ushinsky developed several principles of teaching geography. D.D. Semenov wrote a textbook called "Geography Lessons". At the end of the 19th century, the methodology of the German scientist Oberlander played an important role in the development of geography education[21].

At the end of the 19th century, a period of national renaissance began in Turkestan, i.e., in order to further accelerate the development of the nation, new method schools were established. Special attention is paid to the teaching of geography in these schools. The history of the creation of geographical textbooks and manuals published at that time was studied by O. Mominov, B. Kasimov, D. Alimova and D. Rashidova, H. Vakhobov and N. Alimova and others.

O. Mominov divides the textbooks and training manuals published during this period into the following parts: - textbooks translated from Russian into Uzbek. Such textbooks include "Introductory Geography", "Turkestan", "Introductory Geography Lesson" and others. During this period, the textbook "Natural Geography" by the German scientist A. Geyki and the manuals "Primary Geography" by G. I. Ivanov were published[15].

At the end of the 20th century and in the years of independence, great scientists developed. O. Mominov, H. Vakhobov, R. Gurbaniozov, P. Musayev, P. Gulomov, G. Pardayev and others have done great work in the field of geography teaching methodology. N. Dolimov, O. Mominov, T. Abdullayeva, P. Musayev, P. Gulomov, Kh. Vakhobov, A. Qayumov, P. Baratov, M. Mamatkulov, A. Abdulqasimov, R. Qurbaniyozov, A. Soatov and others have great services. Textbooks and study guides for higher educational institutions P. Baratov, Kh. Vakhobov, M. Mamatkulov, A. Rafikov, G. Asanov, M. Nabikhanov, I. Safarov, G'. Pardayev, A. Created by Nizomov, A. Khodzhimatov, N. Alimkulov, N. Sultanova and others.

One of the important tasks of today is the effective use and implementation of geographical concepts in the process of primary education, based on the above-mentioned scientific researches. It is extremely important to develop students' thinking, consciousness and outlook, to turn them from free listeners to free participants.



The teacher should be the leader in the lesson, and the students should become participants. In order to achieve this task, the superiority of innovative activity has a multifaceted effect[16].

In particular, since primary education is the main link of general education schools, it is necessary to pay more attention to the perfect development of students' personalities in this process. The responsibilities of primary school teachers are endless. They accustom the students who have just stepped on the threshold of the school to the school life and pave the way for them to receive modern education. It is during this period that pupils' attitudes towards learning and their intellectual potential are formed.

Conclusion

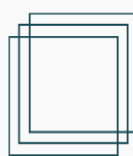
The methods chosen for organizing and conducting primary education classes based on geographical concepts should meet the needs of students. Because such lessons are closer to the psyche of the student. Achieving the goal based on arousing students' interest, desire and desire to learn learning materials is motivation, which is the internal rapprochement of the teacher and students [6; p. 47].

It is very important to develop students' motivation to study in the process of primary education. Because the motive makes students interested in the educational process, encourages them to actively participate in the lesson and acquire knowledge. Interactive methods greatly help to develop the motivation to study[17].

It should not be forgotten that it is necessary to take into account the age and level of knowledge of more students in primary classes. Using simple, easy and time-consuming game exercises for them, it will be good to use geographical concepts in the lessons. Activities connected with the environment develop students' consciousness, outlook, free thinking, expressive ability, and independent work skills.

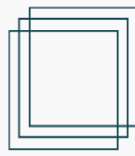
The peculiarity of using geographical concepts in the course of the lesson in primary education is that they are implemented through the joint activities of the teacher and students [7; p. 27]. The teaching process includes the activities of the teacher and students. The activity of the teacher is to explain the educational material, increase students' interest in science, deepen their thinking and form their beliefs, guide students' independent activities, check and evaluate their knowledge, skills and abilities. consists of[18].

In fact, instilling geographical concepts in elementary school students is based on the activity of each student in the educational process. When using these methods, learning is based on an interesting life activity for the student. Also, together with the teacher, they independently master a certain direction and amount of knowledge.



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