

**ORGANIZATION OF LESSONS FROM EXAMPLES OF ARTISTIC
CREATIONS IN SCHOOL NATURAL GEOGRAPHY CLASSES AND
THROUGH THIS, STUDENTS DEVELOPMENT OF HIGH SPIRITUALITY**

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Abstract

There is an analysis of natural geography classes held in schools, ways to increase students' interest in books and fiction outside of textbooks are explained, examples of artistic creations (poems, riddles, etc.) related to the topics in textbooks are given, learning through literature the formation of spirituality, upbringing, moral qualities in students is explained and its useful aspects are revealed.

Keywords: Geography, creativity, spirituality, education, morals, fiction, poetry, riddles, fairy tales, stories, reading, patriotism, humanitarianism, kindness, interest in science, mastering the subject, increasing worldview, creativity, self work on.

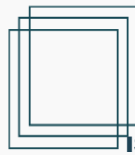
INTRODUCTION

Organizing lessons using examples of artistic creations in school natural geography classes, especially in conveying the topics given in textbooks to students, and making the topics more understandable, this method is considered to be very effective. From this point of view, it is possible to express topics through poems, riddles, quatrains, parables, stories, novels, epics, fairy tales, and other methods, which are considered artistic creative methods. As Professor A.A. Polovinkin noted, if the part of learning new material of the lesson is a large work, the creator of the work is the geography teacher.

Good learning of new material by students depends on the activity, organization, experience and skill of the geography teacher. In particular, poetry, riddles, quatrains are suitable in every way for the proposed field. One of the most important and effective examples of artistic creativity in school natural geography lessons is to cover topics in a poetic way. Because it is easier for students to remember, memorize, understand and master the topics when a poem is recited or read, and this method is considered simple.

LITERATURE REVIEW

B. Adizov, Sh. Boltayeva on creative organization of education and creative activities in our country; Z. Nishonova, Z. Davronov, R. Sunnatova on independent creative thinking, methodology of scientific creativity and development of thinking; H.Khasanov, P.Baratov, A.Muminov, P.Musayev, P.Gulomov, T.B.Abdullayeva,
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M.Nabikhanov, M.Zhoraboyev, S.Saitova, on the development of the teaching methodology of school natural geography, the formation and development of the personality of a creative student. A. Altibayev, R. Qurbanyozov, M. Yunusova, U. Kh. Safarov, Scientists such as F.R. Saydamatov, B.M. Abdurakhmonov, F. Khamroyeva, M. Koldosheva, M. Mirakmalov, M. Ergasheva conducted scientific research. From the scientists of the Commonwealth of Independent States, N.I. Leonov, A.V. Fedorov, A.V. Sharikov, V.A. Anuchin, L. Masterman, J.M. Peters, S. Mikenen, S. Frene, V.A. Vozchikov, N.P. Arkhangelvsky, A.A. Polovinkin, K.S. Filipova, V.A. Korinskaya, K. Vorsnop, In the works of Y.A. Bondarenko, A.V. Spichkin, A.A. Jurin, Ya.N. Zasursky, Ye.L. Vartanova, L.M. Zemlyanova, A. Korochensky and others, the issues of improving the scientific and methodological support of teaching based on media technologies were studied. A number of foreign Methodist geographers: V.G. Erdeli, U. Carlsson, Jacques Gonnet, Murray Turoff, W. Potter, K. Domaille, Starr Rohanne Hiltz, A. Silverblatt and others have conducted studies on the scientific-methodical importance of using visual aids.

The analysis of the literature on the problem showed that there were no studies on explaining the material of geography to students by using examples of artistic creations, as well as on the comprehensive mental development of students, the organization of educational processes in an effective, qualitative and purposeful manner based on a specific topic, geography in students on the issues of increasing love for science, wide promotion of patriotic ideas, improving the content of natural geography and literary science the use of large-scale educational tools and methods, interdisciplinary integration in explaining geographical topics to students, including providing knowledge based on the mutual integration of literature and geography, organizing teaching using examples of artistic works as a separate method have not been studied.

METHODOLOGY

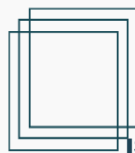
Within the scope of this research work, we would like to cite examples and samples of the artistic works of one or another form of thematic geographical poems written by us (author A. Sobirkhanov) for some topics in school natural geography classes.

These artistic creations make geography lessons interesting in every way, they are a clear example of a new approach and attract students to reading, develop their spirituality, education, moral qualities in a positive direction, patriotism, humanitarianism, kindness. -in conclusion, to the development of creative thoughts, worldview, 5 important initiatives of the President of the Republic of Uzbekistan (Sh. Mirziyoyev) (The fourth initiative is youth spirituality promotion, aimed at organizing systematic work on the widespread promotion of reading among them.) serves as a basis for ensuring its implementation.

In this sense, we divided and analyzed the poems considered as examples of fiction or artistic creation into 4 groups. These are as follows;

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1. Geographical poems expressing the topic are dedicated to a specific topic in school natural geography classes, and they express geographical concepts, terms and components of nature related to the topic. It becomes easier for students to learn and understand the subject through these poems, which increases the effectiveness of the lesson in every way. Poems of this type are considered to be specific, named for the topic, and express this topic.

2. Geographical poems in the form of questions are about different topics, but unlike thematic poems, poems of this form are given to students by the teacher in order to repeat and reinforce the previous 80 topics. As a result, the teacher will have the opportunity to evaluate the students, and they will have the opportunity to further strengthen the previous topic and be evaluated.

For this, we can give examples of artistic creativity written by ourselves, i.e. poetic examples, suitable for the following topics.

Geographical maps	What is the hydrosphere?
The surface of the earth is summarized as	Tell me, my dear reader.
It is placed on a flat surface.	What is the nature of water?
Zoomed out several times,	Color, taste, clarity?
Certain areas are described.	Who among you knows this?
Thematic, political, natural, etc.	Do we need the hydrosphere itself?
Map types.	Tell me the answer as soon as possible.
Their content will be different,	If you find the answers to the questions,
Know the difference looking at the map?	You will get excellent grades, that's all.

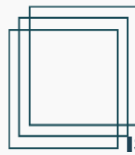
We also divided geographical poems into 3. geographical poems in the form of riddles, 4. geographical poems in the form of quatrains.

While you read the poem according to the topic through the example of artistic creation, you can explain the topic to the students by analyzing its meaning, or the students can learn the topic in an easy, simple and understandable way by memorizing these poems. This is an all-around convenient method.

RESULTS

- It is important to use a combination of pedagogical methods and methods in the use of examples of artistic creations in school natural geography classes, to convey this method to students through analytical approaches and practical examples during classes.

- There are important rules and methods for using artistic creativity in school natural geography classes. Also, it is advisable to use this method correctly in the teaching process. In particular, the teacher should read poems expressively during the lesson and convey them to the students in an understandable way, the teacher should explain



the geographical concepts expressed to the students and explain their relevance to the topic, tone and speech fluency when using examples of artistic creations. It is important to ensure the accuracy of the geographical poems expressed, not to be off-topic.

- In natural geography, the information from fiction and additional literature is inextricably linked with the topics in the textbook, and should not be outside the topic 104. Therefore, the selected materials help the students to master the topics clearly, deeply and carefully.

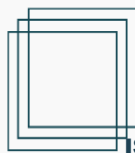
- One of the goals of teaching using examples of artistic creations in school natural geography classes is to enrich students' geographical knowledge levels and further increase and strengthen the place of geography in the system of sciences. As a result of this effective method, students' level of geographical literacy and knowledge acquisition skills will increase.

- When using examples of artistic creations in school natural geography classes, they can be used as epigraphs, introductions or conclusions to topics during geography classes. Also, it is advisable to use this method in geography month, various creative events, art nights.

- The material selected in this method used in the course of the lesson should be interesting, suitable for the students' level of knowledge and psychophysiological characteristics of the youth, its artistic level, the selected fragment or text should be scientifically correct, as well as the principles of education. The selection of suitable examples of artistic creations serves to make the lessons more qualitative. In the use of examples of artistic works, it is appropriate to use this method not only in the science of natural geography, but also in the system of sciences such as history, biology, and education.

DISCUSSION

Today, not only in the developed countries of the world's education sector (Finland, Norway, Israel, Japan, South Korea, the USA, Canada, etc.), but also in our country in recent years, fundamental changes in the education system, new educational methods passing classes on the basis of methods is the most important issue. However, it must be admitted that there are still fewer methodological guides and recommendations for geography in secondary schools. This hinders schoolchildren's interests and desires in geography classes, and prevents them from continuing their professional activities related to this subject in the future. Therefore, this research work presented by the author serves as a solution to the above problems and to increase students' interest in teaching processes and to further increase the prestige of geography among other subjects. In particular, the results of the experiment in these processes showed that as a result of the theoretical and practical harmony, based on conveying geography to students through artistic creations, their imaginations expand, as we noted above,



they develop thinking, speaking, reading, and creativity. . is the basis for their full understanding.

PURPOSE

First, to attract young people to reading books on a large scale, to popularize them, to help establish a culture of reading.

Secondly, it is to contribute to the growth of personal qualities and character in students, including in the process of reading and analyzing artistic works, education, morals, eloquence, and worldliness.

Thirdly, one of the most important goals is to allow students and pupils to show their creative abilities, their talents and interests, and to teach them to educate them in the spirit of love for nature and society.

Fourthly, by introducing new approaches to the educational system, it is necessary to increase creativity in education and make the lesson processes interesting.

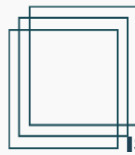
CONCLUSIONS

The efficiency indicator of methodical works in the process of natural geography education in schools, the mutual scientific connections between the teacher and the student, and the strengthening of their analytical knowledge and imagination on the topics, comparing its results and providing solutions to existing problems. is one of the important goals of education. At this point, the improvement of society's life and people's standard of living depends on the conscious, high-quality solution of problems. The fact that the use of artistic creations in school natural geography classes in educational practice has not been developed in the educational system of our country shows how relevant this topic is.

- when using examples of artistic creations in school natural geography lessons, the geography teacher selects the necessary parts from popular scientific and fiction literature, only the geographically specific items. In some cases, a smaller work of art or a poem can be used in its entirety.

- the materials selected from the examples of artistic works during the lessons may consist of one or more parts. However, they should be logically connected to each other. Undoubtedly, the quality, patriotic idea, educational purpose, aesthetics, and influence of any selected piece of art work should be strong. Only then, the teacher will be able to achieve the intended goal by using examples of artistic creations in school natural geography classes.

- special attention should be paid to the characteristic of geography and the interrelationship between the elements of nature in the artistic piece. Sometimes,



some parts of the selected material can be replaced by the author himself (the teacher) without harming the content and idea.

- the use of examples of artistic creations in school natural geography classes and their presentation requires a sufficient level of skill and competence from the teacher. If the selected material is read slowly, if the content is not revealed, if the explanatory work is not carried out in accordance with the topic, the content and essence of the poem or other materials will not affect the students. Therefore, the teacher should also have the art of expressive, fluent, explanatory reading of the selected artistic creation material. When reading, it is necessary to pay special attention to the tone of voice, pronunciation, punctuation, and rhyme.

- although the selected piece of art is interesting, but if the teacher does not convey it correctly, the students will not be able to get enough information from the given source. If the material is read uniformly without images, its impact will be reduced. Therefore, it is important for the teacher to read figuratively using gestures and different intonations.

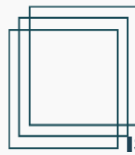
- the teacher of geography should practice reading the material of artistic creation related to the subject before the lesson. If the expressive reading of poems is consulted with teachers of literature, it will not be without benefits, which in turn will strengthen the relationship between interdisciplinary pedagogues and cause the process of integration to become more active in practice.

- there are various cases of using examples of artistic creations in school geography lessons. Which method to use depends on the nature and content of the material. It is very effective if the teacher recites the passage from memory in an expressive way. The educational, educational, spiritual and aesthetic value of reciting is very great.

- larger fragments, works are read according to the text. In this case, the teacher can explain words or phrases along the way. If the comment distracts the readers, it is better to leave it after reading the passage. Sometimes the teacher can repeat the content of the read passage. In this case, it is important to try to fully reveal the content of the piece and preserve its artistic features. Because in this process, the material should not harm the relevance of the topic in the textbook and the emergence of imagination.

- depending on the content of the artistic piece and the character of the subject of the lesson, it can be used in different parts of the lesson (beginning, middle, final). Or if it is read before starting a new topic, it will serve as an introduction to the conversation, and it will increase the attention of the students and attract them to the new topic.

- the most important aspect of using artistic materials in school natural geography classes is that it encourages students to read additional literature, especially fiction. This serves as an important means of popularizing and attracting them to reading in accordance with today's demand. Always remember to directly connect the topics with the geographical atlas, map. If it is difficult to directly connect the topics with the card, if the students' attention is divided, it is necessary to separate the material into some



parts and explain it by showing only the relevant places on the card. Undoubtedly, the connection with the geographical map is the key to geographical knowledge.

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