



Journal Website:  
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## GEOGRAPHY TEACHING METHODOLOGY BASED ON THE PRINCIPLES OF DISTANCE EDUCATION OF HIGHER EDUCATION

Submission Date: November 01, 2022, Accepted Date: November 05, 2022,

Published Date: November 18, 2022

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume02Issue11-09>

**Sarvinoz Baymuradova**

Lecturer, Department Of Geography And Its Teaching Methodology Tashkent State Pedagogical University Named After Nizomi. Uzbekistan

### ABSTRACT

The article highlights the focus on education, the distance form and principles of education, and the concepts and competencies formed by students in distance education of geography, the concepts of what to attach importance to in distance education of geography.

### KEYWORDS

Free education, principles of distance education, distance education of geography, competencies and concepts formed in students.

### INTRODUCTION

The attention to education has been further developed in the following years, and the President of our country Sh.M. Mirziyoyev said, "It is our first duty to improve the activities of all links of the education and training system based on the requirements of today" [1. p.22] they say. Undoubtedly, today we cannot imagine any industry or network without modern information

technologies and telecommunications. In particular, the field of education is not an exception. In the 21st century, education was recognized as the main factor ensuring sustainable development, and in the international concept of education until 2030, "Creating the opportunity to receive quality education

throughout life" was defined as an urgent issue [3; p. 48].

## THE MAIN RESULTS AND FINDINGS

It can be seen that every pedagogue working in the educational system, including geography teachers, is directed to increase their scientific potential and the level of methodological training in their professional activities, to create quality knowledge and skills, and to develop their creative thinking. expanded access to technologies. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", PQ-2909 of the President of the Republic of Uzbekistan dated April 20, 2017 Decisions No. "On measures for further development of the higher education system" provide opportunities for the development of the education system and the formation of new directions of learning. One of these new directions is distance education, which, by using it, creates opportunities for the student to improve his knowledge and skills independently without leaving work [5; 5-p].

Therefore, we will consider the effectiveness of teaching geography in distance education and to what extent it adapts to the principles of distance education. So, through remote teaching of geography, students are given knowledge about geographic education, that is, the structure and basic laws of natural and

economic-social complexes. At the same time, each academic subject has its own characteristics, and the main goal of remote teaching of geography is to form students' theoretical knowledge and skills. There are also practical aspects of science teaching, including the creation of independent and creative activities for students, work to be done together and independently with students: working with a map, drawing, table, statistical data and additional literature without writing, and practical training. it is important to complete the training.

Remote teaching of geography is also based on didactic principles of education. At the same time, the traditional didactic principles of education serve as a basis for distance education. As this technology of education improves, it is filled with new conditions and criteria for a new learning environment. Below we will touch on some of the principles of distance education.

It is known that according to the principle of orientation towards the educational and developmental tasks of education in teaching, the teacher forms certain knowledge, skills and competencies in students and develops the educational and developmental potential of the lesson on a specific topic. it is meant not to forget. In distance education, this principle is interpreted as the principle of creative description of the listener's cognitive activity. Creative information technology is interactive and requires the listener to change the information of

the outside world into a private one with his own description and aspiration, that is, it informs that distance education can be implemented only on the basis of creative description, distance-creative activity [4. 38-p]. Based on the above principle, special aspects of the science are formed in distance education of geography. These aspects define the purpose of geography. Each distance learning student should know the objectives of the geography course. The goals of remote teaching of science can be divided into three groups, like the goals of geography education: educational, educational and developmental [6. 44-p].

The educational goals are as follows:

- to provide students with solid knowledge of geography, its place in the system of sciences, its branches and directions. Revealing the scientific, technical and economic bases of nature use and protection;
- to create an opportunity for students to acquire economic, ecological, geopolitical knowledge and guide them to the profession;
- arming students with methods of studying geographical entities and events. Formation of working skills with these methods (methods);
- to reveal the role and importance of natural and economic-social geography and other geographical sciences in solving major national economic problems.

For example, the solution to the problem of desertification, the acceleration of the erosion process due to non-observance of agrotechnical rules in soil reclamation and its prevention, the lack of water supply in the plains of Uzbekistan and the elimination of the problems of meeting the need for drinking water development of activities and h;

- to teach students to use geographical maps, reference books and additional literature, to form the skills of applying acquired theoretical geographical knowledge in practice and in new conditions.
- formation of geographical culture in students.

The educational goals are as follows:

- To justify that the future of Uzbekistan is a great country, to form students' love for the Motherland, pride in it, national pride, and feelings of national pride;
- teaching students to look at interactions between nature and society from a didactic point of view;
- to help guide students to the profession, to help them find their place in modern times;

The goals of the developer are as follows:

- broadening students' view of the scientific world;
- development of students' skills of working with foreign literature;

- development of students' practical skills of independent work on maps;
- development of pedagogical skills, speech and communication culture in students.

Also, goals aimed at developing students' ability to be curious:

- arousing interest in geographical knowledge and problems;
- enabling students to develop observational, memorizing, thinking, imagination and speech skills;
- to teach students to solve geographical problems within their capabilities, to form a complex and synthetic approach to events and processes in them.

The reshaping of the scientific principle of teaching in distance education takes an even more fundamental shape. In particular, based on the content of remote teaching of geography, we can approach the principle of scientificity as follows. It provides for the development of geographical knowledge and skills of students' scientific research, considering arming science with scientific evidence, concepts and laws and theories based on the content of teaching in the educational process. It also requires the introduction of problematic elements of research during laboratory and practical training in the teaching process.

The principle of instructiveness is understood as creating an opportunity to achieve the effectiveness of education, taking into account all its features, that is, the impact on all sensory organs of a person in education. To achieve these goals in distance education, the principle of virtualization is brought to the field [4.40-b]. Based on this principle, it should be said that in distance education of geography, especially for subjects with laboratory training (geology, topography and cartography), the development of virtual laboratories, in addition, video films for practical training, computer training extensive use of motivational programs, interactive technologies, visual materials, and multimedia tests is envisaged.

Also, the principle of the fundamentality of education, the principle of strengthening knowledge in education, the principle of comprehensibility, in addition to the principles of distance education based on the principles of traditional education, the individual education of the student (or listener) the principle of linearity, the principle of taking into account the personal characteristics of students in the teaching of distance courses, the principle of creating educational products by the student in the subject studied in distance education, the interactive principle and the freedom to receive information through specific activities principle was formed [4.41]. In fact, studying the principles of traditional education in depth and taking into account the principles of distance



education, an educational process based on the above is formed in remote teaching of geography. The importance of these principles in remote teaching of geography is very great, and it is directly related to the student's geographical knowledge potential, level of knowledge, their individual ability to work, and psychological conditions.

In distance education of geography, the teaching process and the student's individual acceptance of the lesson, the effectiveness of the quality of education largely depend on the attitude of students (or listeners) to science. That is why, in distance education of geography, several subject-related competencies are formed in students without being different from traditional ones. In particular, we include the following in the subject-related competencies formed in students in distance education of geography:

- competence to observe, identify, understand and explain natural, socio-economic processes and events;
- the ability to correctly use geographic objects, place names:
- competence to use globes, geographic atlases and maps in practice:
- competence of nature protection and environmental culture: [p. 6,42].

If we dwell on each of these competencies, the first one is related to the student's remote acceptance of

theoretical concepts of science and their ability to correctly apply them in practice. Based on the acquired theoretical knowledge, the student observes the events taking place in the environment, tries to understand and understand it, and then about the natural or socio-economic process taking place (eclipse of the sun, volcanic eruption, heavy rain a related natural phenomenon, etc.) will have a clear conclusion and opinion. At the next stage, he will be able to explain the results of his observations to others. Because he accepts these events realistically and strengthens them with theoretical knowledge. A question may arise here, how does a student form an understanding of an area he has not been to or an event he has not seen? As a solution to this problem, geographers use pictures and videos related to the topic. Here is one of the unique advantages of distance education, materials about processes that the student has not seen and witnessed in his life are presented in the form of videos, not just one, but several materials on the topic he is listening to. presented at the same time or enriched with material related to the topic through the Internet.

The second competency is about being able to correctly use geographic objects and place names. In this way, the concepts of the correct attitude of the students to the names of objects, not to abbreviate, not to pronounce the names incorrectly, not to write them incorrectly, or the correct application of the

name to a geographical area are formed. Directly, students will have a complete understanding of these through the science of toponymy. For information, I can mention that the law "On names of geographical objects" was adopted in Uzbekistan on October 12, 2011.

In the third competency, concepts are formed on the use of globes, geographical atlases and maps during practice. That is, geographical maps are the main teaching tools in geography education, and they can be used in all forms of teaching; in teaching, practical work, independent work, knowledge assessment, etc. It is known that one of the most important conditions for reading geographical maps is to be able to read its scale and conventional symbols. Similarly, atlases are a set of cards compiled on a certain topic and directions, and are divided into types according to their structure and content. While studying the structure of the place where they live, students gradually begin to understand the structure of large-scale and small-scale maps, the differences between a site plan and a geographic map based on the comparison of topographic and geographic maps. Or, with the help of a globe, a complete and clear image of the size and area of the image of large areas of the world is formed in the minds of students. Only the grid of degrees on the globe is depicted without any errors, the distance between parallels and meridians corresponds to the distance on the ground. The globe is widely used in

natural geography, economic geography and applied geography courses. That is why these concepts are considered to be the main competencies that are formed in students by geographers.

The fourth competence is related to nature protection and ecological culture, and each of us, it does not have to be a student, jointly responds to the cleanliness and orderliness of the environment. That is why competence is formed in all of us, including in geography. Ecological culture is knowledge about nature, consciousness, perception, literacy, intellectual potential and the activity of knowing how to apply it in practice, a high indicator of activity in relation to the environment, a conscious and responsible approach. In addition, concepts related to environmental protection are being developed.

### **CONCLUSION**

In conclusion, it can be said that the formation and development of geographical knowledge and concepts in remote teaching of geography is considered the driving force of geographical education and upbringing, the main unit of the content of the educational material. Remote teaching of geography is formed in accordance with the principles of distance education and creates favorable conditions for students to learn without being separated from work. Quality knowledge and skills serve to increase the effectiveness of science.

## REFERENCES

1. Mirziyoyev Sh.M. Ensuring the rule of law and human interests is the guarantee of the country's development and people's well-being. Speech at the solemn ceremony dedicated to the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. December 7, 2016.// Tashkent: "Uzbekistan", NMIU, 2017-48b.
2. On measures for further development of computerization and introduction of information and communication technologies. Decision No. 200 of the Cabinet of Ministers of the Republic of Uzbekistan, June 6, 2002 // People's word. 2002. June 8.
3. Incheon declaration / Education 2030: Towards inclusive and useful quality education and lifelong learning for all (Word Education Forum, May 19-22, 2015, Incheon, Republic of Korea). Dissertation A.E. Ibrahimov. 2017.
4. Khamdamov R., Tailakov N., Begimkulov U., Sayfiyev J. Electronic university. Electronic ministry. Distance education technologies. "National Encyclopedia of Uzbekistan" State Scientific Publishing House. Tashkent 2011.
5. Eldasheva G.V. Creation of educational and methodological support for improving the qualifications of teachers of special subjects through distance education. Dissertation work. Tashkent 2011.
6. Vakhobov H., Alimkulov N.R. Sultonova N.B. Geography teaching methodology textbook. Tashkent 2020.