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SUBJECT TASKS AND MODERN PROBLEMS OF GEOGRAPHY EDUCATION METHODOLOGY

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ABSTRACT

In this article, the object, subject, main tasks and problems of the methodology of geography education, as well as definitions and descriptions of the concepts of methodology, enlightenment, didactics and modern didactics, the object of pedagogy, the methodology of geography education are studied. problems, general and specific methodology of geography education and modern methodology of geography education are discussed

KEYWORDS

UNESCO, geography, methodology of geography education, methodology, education, didactics, modern didactics, pedagogy, object, subject, method, method, tool, forms of education, general methodology, specific methodology, geographic teaching, geographic study, geographic information, geographic knowledge, geographic skills, geographic skills, geographic competence, geographical thinking.

INTRODUCTION

In UNESCO's recommendations for 21st century education, geography is included among the four basic universal fields of knowledge, along with philosophy, history and foreign languages. This recognition indicates the national and universal importance of geography and geography education.

Geography education is a scientifically based pedagogical process aimed at mastering geographical knowledge, skills and abilities of learners, developing creative power and internal capabilities, forming

worldview values and the ability to acquire knowledge through independent study. In pedagogical practice, the implementation of this scientific vision is realized through the methodology of geography education.

A methodology is a set of methods for doing something. The methodology is based on the method. The word "method" means "method", "way", "methodike" is a method of organizing or researching an activity, a way to solve a problem, in other words, a clear, simple solution to a problem. means the rules.

Therefore, the educational methodology appears as the basis of the didactic process.

A person's entry into the world of civilization and culture takes place through the transfer of accumulated knowledge and life experience from one generation to another. Generational consistency and the order of emergence and continuation of human socialization practice is an educational system.

Enlightenment is a social phenomenon and process. Enlightenment is a separate, unique system that includes value in society, social consciousness and personality structures, that is, one of the important areas of social life. Enlightenment - introduces humanity to worldly values, scientific and technical achievements and is an environment of interaction between people. The intellectual-spiritual and cultural-ethical potential of any society is directly dependent on enlightenment. The spirituality, ideology and culture of any person or society begins with enlightenment. So, enlightenment is a general form of development of a certain person and society.

The main pedagogical concepts representing scientific generalization are called pedagogical categories. The concepts of "enlightenment", "education", "education" are among the main pedagogical categories. Also, in the science of pedagogy, work is done on the basis of general scientific categories such as "personality formation", "personality development", which are considered as concepts describing the maturity of a person.

Didactics (from the Greek *didaktikós* "teaching, instructing") is a separate branch of pedagogy and enlightenment theory and practice that studies educational problems, knowledge, skills and abilities determines the laws of adaptation and the formation of beliefs, as well as the size and structure of the

content of enlightenment. In other words, the term "didactics" means "teaching", "teaching" and is an educational theory that scientifically substantiates the educational process, its content, laws and principles, methods and tools, and organizational forms. In the works of our great thinkers: Muhammad al-Khwarazmi, Abu Nasr Farabi, Abu Rayhan Beruni, Eastern didactic views on education, that is, teaching and learning, that is, the acquisition of knowledge, the formation of skills and competencies, and the educational and educational possibilities of various training sessions are revealed.

The term didactics was first used by the German pedagogue W. Rathke (1571-1635) in his lecture "Didactics or the art of education" (1613) as a scientific direction that researches the theoretical and methodological foundations of a particular subject. The fundamental scientific foundations of didactics were developed by the Czech scientist Ya.A. Comenius. He is 1657 In 1990, he wrote the work "Great Didactic" in Czech and interprets didactics as "the art of teaching everyone everything". Therefore, Ya.A. Comenius' didactics, "what to teach?", "what to teach?", "where to teach?", "how to teach?" such questions are answered in a unique way.

Currently, it is accepted to distinguish the object of study and the subject of sciences. The object of study is an area of reality studied or researched by a certain science, its subject is a specific feature of the object of study or a way of looking at it from the point of view of this science. From this point of view, the object of didactics is the field of education, that is, the joint activity of the teacher and the learner, the subject is teaching (teacher's activity) and learning (learner's activity) is the interrelationship between the process, their factors, conditions, and results.

Tasks of didactics To solve the problems of teaching or learning who, what, when, where and how, they can be summarized as follows:

- 1) justification and description of the educational process and the conditions for its implementation;
- 2) organization of the educational process and research of modern educational processes;
- 3) creation of new teaching (teaching) and reading (learning) systems;
- 4) development and implementation of innovative educational technologies.

The concept of "private didactics" is used together with the concept of "didactics" in the theory and practice of pedagogy. Special didactics is an educational methodology for some academic subjects, which studies the specific laws of the teaching and learning process of the relevant subject, develops its technological system (complex).

Modern didactics is a science of educational theories and technologies, and each educational subject has its own educational methodology according to its goals, tasks, content and technologies (set of methods, forms and tools). is distinguished by ownership. From this point of view, the methodology of geography education, like any academic subject, appears as a private didactics. Therefore, geography education methodology is one of the pedagogical disciplines.

Each educational method has its own learning object and subject, and to clearly distinguish between them, a correct understanding of the object and subject of pedagogy and didactics is required.

The object of pedagogy is the field of enlightenment, the subject of which has arisen due to human life and activity in social reality. - Pedagogical processes (education, independent study, upbringing, self-

education, in other words, processes of physical, intellectual, moral and cultural development of a person) that ensure the development of a person during his life . Therefore, the science of pedagogy assumes the goal of education, that is, the formation and development of a perfect person - a perfect person capable of preserving and enriching the cultural values of society.

Didactics , as we mentioned above, is a branch of pedagogy, its object is the field of education, that is, the joint activity of the teacher and the learner , the subject is teaching and learning processes. (factors, conditions, results).

Based on these definitions, the object and subject of the methodology of geography education can be described as follows: the object of the methodology of geography education is geographical enlightenment, which creates a holistic pedagogical process aimed at personal development, all its components parts, in a narrow sense, geography education, that is, teaching and learning processes, the subject of which is the basics of geography closely related to it (cartography, geology, ecology, environmental protection, economy etc.) are teaching and learning processes together with elements of subjects.

geography is a subject of general secondary, secondary special, professional and higher education, then geography education , as mentioned above, aims to acquire geographical knowledge, skills, skills and competences of learners. It is a pedagogical process aimed at self-development, development of creative power and internal capabilities, formation of worldview values and independent learning skills, geography education methodology is one of the main specialization subjects of higher geographical education.

The methodology of geography education is a branch of pedagogical knowledge, it defines the goals and tasks of geography as an educational subject, develops the content of school geography as a whole and its separate courses, studies the process of geography education as a whole, researches the organizational forms of organizing geography education, develops teaching tools (equipment) in geography and the methodology of their use, determines the methods and methods of geography education, geographical study of students and the formation of geographical culture in them determines the rational ways, provides the future geography teachers with the content of school geography, the age characteristics of students and the pedagogical process, scientifically based and practically proven methods of education and training.

The methodology of geography education studies the following problems and seeks answers to the noted pedagogical questions:

- 1) the goals of geography education, i.e. "why should geography be taught (taught) and read (learned)?";
- 2) the content of geography education, that is, "what should be taught (taught) and studied (learned) in geography?";
- 3) methods and organizational forms of geography education, that is, "how to teach (teach) and read (learn) geography?";
- 4) means of geography education, that is, "what should be used to teach (teach) and read (learn) geography?";
- 5) to form and stimulate the experience of geographic creative activity and emotional-value relations in students, i.e. "how to form the personality of a creative, productive learner?" and so on.

According to tradition, in the methodology of geography education, the general methodology of geography education and the private methodology of geography education are distinguished.

The general methodology of geography education studies geography education as a whole, a whole process, proves the laws of this process, defines the goals and tasks of geography education, develops its content, determines educational methods, tools and forms.

The special methodology of geography education is based on the laws and conclusions determined by the general methodology of geography education, the specific features of the teaching of separate courses in school geography, some methodological issues (for example, the formation of knowledge, skills or competencies, or the climate learning methodology, etc.) learns.

Geography education or geographical education - to acquire geographical scientific knowledge, skills, qualifications and competencies of learners , to develop geographical creative ability, geographical outlook and geographical beliefs, to organize active geographical educational activities is a pedagogical process aimed at achieving and encouraging .

The main concept of private didactics, that is, the methodology of geography education, is "geography education" ("geographic education"), and its essence is "geographic teaching", "geographic reading" , "geographic knowledge", "geographic knowledge", "geographic skills", "geographic competence", "geographic competence", as well as "the purpose of geography education", "the content of geography education", "geography ta the interdependence of several specific concepts such as "language methods", "geography education tools", "geography education

organizational forms", "geography education control", "geography education results" and will be disclosed in relation to

Geographical teaching - is one of the components of the geography education process and represents the activity of the geography teacher related to the management of the geographical learning activities of the learners.

Geographical study - is one of the components of the geography education process and represents the activities of students related to the process of acquiring geographical knowledge, skills, skills and competencies.

Geographic information - represents the geographic level (level) achieved by learners in acquiring geographic knowledge, skills, skills and competencies, geographic thinking and methods of activity.

Geographical knowledge is the ability of learners to recall and re-explain learned geographic information (information).

Geographical skill - students' ability to apply learned geographical knowledge in familiar situations.

Geographic qualification - learners' ability to apply learned geographic knowledge and developed geographic skills in unfamiliar situations and create new geographic knowledge.

Geographic competence - the ability of learners to apply existing geographical knowledge, skills and abilities in their daily practical activities.

The purpose of geography education is the basis (educational, educational, developmental goals) and results (geographical culture) that organize (organize)

and direct the process of geography education, determine its content, methods, tools and forms.

The content of geography education is the acquisition of geographical knowledge, skills, skills and competences that ensure personal development, the experience of geographical creative activity and the pedagogical adaptation of the system of geographical emotional-value relations to the surrounding world. In other words, the content of geography education includes four components:

- 1) geographical knowledge - cognitive activity experience;
- 2) geographical skills and competences - the experience of mastering previously known methods of activity;
- 3) experience of geographical creative activity - the ability to make decisions in problematic, unknown situations;
- 4) the experience of emotional-valuable relationship to the geographical environment - geographical competence (the ability to aim in space, know the "language" of geography and the ability to connect events to a specific place in space) and possession of geographic culture.

of geography education - geographic educational activities that differ from each other in the didactic purpose, the composition of students, the place and duration of classes, the content of the activities of the geography teacher and students. represents the types.

geography education represent the jointly regulated methods (ways) of the geography teacher and students to achieve the specified geographical educational goals.

Geography education method - is a component of the geographical education method, and represents certain actions that are used once in the implementation of a certain method (for example, the geographical education method - working with geographical literature, the geographical education method - textualization of some topics in the work by small groups).

Geography education tools - used as a carrier of educational information (source of knowledge) and as a tool for the activities of teachers and learners in a geographical educational environment (process) to achieve the goals of geographic education, upbringing and personal development. represent natural and anthropogenic geographical objects, technical equipment.

Control of geography education is a mandatory component of the geography education process, a tool for checking the results of educational work; it provides feedback and is a factor of regulating (correcting) the learning process.

The results of geography education represent the acquired geographical knowledge, skills, skills and competences, as well as the formed geographical culture.

The methodology of geography education is closely related to pedagogy, in particular, didactics, which itself is a special didactics, i.e. didactics of the educational subject. The study of certain educational subjects has its own characteristics: some serve to provide theoretical knowledge, others - to form skills and competencies, etc. Therefore, in the process of teaching some academic subjects at school, the characteristics of the manifestation of the general laws of education and upbringing are considered in the educational methodology or private didactics,

including the methodology of geography education. The methodology of geography education is based on didactics, which is the general scientific basis of the methodology of all educational subjects.

The modern methodology of geography education is characterized by the following detailed (universal) directions characteristic of a holistic education system:

- 1) humanization (humanization) - first of all, a new worldview that takes into account people's lives and their social relations and decides (implements) universal human values;
- 2) socialization (sociologization) - a general direction consisting of increased attention to the social aspects of development in all disciplines;
- 3) ecologization (ecologization) - looking at a person in an integral relationship with the living environment around him;
- 4) economicization (economization) - connection with the transition to a market economy;
- 5) politicization (politicization) - increased attention to the processes taking place on the political map;

creation of generalized (for example, separate regional studies or local studies) courses in which general, regional-national and local geographical knowledge are closely connected and integrated.

The solution of current problems in the field of geography education methodology and its development prospects can be provided in the following ways:

- 1) development of the most necessary set of geographical knowledge, skills and qualifications recognized at the national and international level for every modern person;

2) development and implementation of a new plan of geography education based on competence formation;

3) promoting the interests of geography and geography education in the national government and international organizations (UNESCO, European Union, International Geographical Union, etc.);

4) study and spread of advanced pedagogical experiences in geography education, as well as development of recommendations for teaching geography in various educational institutions;

5) to organize a competition of the Geographical Society of Uzbekistan to determine the best geography textbook, study guide and teaching-methodological complex for various types of general secondary and secondary special and higher educational institutions, and participation in the competitions of the International Geographical Union through;

6) organization of summer schools of the Geographical Society of Uzbekistan for young geographers;

7) organizing a special day of young geographers at the traditional conferences of the Geographical Society of Uzbekistan;

8) participation in national and international geographical festivals, Olympiads and similar events

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