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Research Article

DIRECTING THE SYSTEM OF PRACTICAL TRAINING IN GENERAL EARTH KNOWLEDGE TO PROFESSIONAL ACTIVITY IN PEDAGOGICAL HIGHER EDUCATION COUNTRIES

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ABSTRACT

In this article, the development and implementation of pedagogical conditions, content, form, methods and tools of preparing future geography teachers in higher educational institutions of pedagogy for professional activities by equipping them with the methodology of organizing practical training in General Earth Science. implementation issues are covered. Also, the problems that await the solution of scientific importance in the formation of methodological training of future geography teachers are highlighted based on the author's observation, study and analysis during the research.

KEYWORDS

General knowledge of the Earth, practical training, professional activity, geography teacher, higher education institution.

INTRODUCTION

In the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, it is necessary to determine the priority directions of the systematic reform of higher education, to bring the process of training of highly qualified personnel with modern knowledge and high

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moral and ethical qualities to a new level in terms of quality. The task of raising, modernizing higher education, developing the social sphere and economic sectors based on advanced educational technologies has been set. Today, the reform of the higher pedagogical education system is the most important part of the national model of personnel training

The fact that it is being developed has not only created opportunities for scientific research of preparing future geography teachers for innovative pedagogical activities, but also turned it into a theoretical and practical urgent task. In the implementation of this task, lectures and practical trainings organized in specialized subjects in the training of future specialists, in particular, future geography teachers, are of great importance in the higher pedagogical education system.

"General Earth Knowledge" subject 60111000 - formation of a scientific worldview in the students of the "Basics of Geography and Economic Knowledge", the nature, structure, development laws of the geographical crust, which is the uppermost layer of the Earth with a complex structure; Enriching knowledge and understanding that the lithosphere, hydrosphere, atmosphere and biosphere are the result of long-term interaction and interrelationships, analysis of all natural components in a complex (complex) manner; The spheres of the geographic crust are taught as a complex and continuously developing integrated system that has emerged as a result of a long-term evolutionary process [2; 3 p., 3; 4 p].

The organization of practical training on General Earth knowledge, which is considered a specialty subject in the educational process, requires future geography teachers to receive specific training, scientific and methodical preparation for conducting practical training. causes. This need is the creation of an innovative environment in the education and training process organized in higher education institutions that prepare pedagogical personnel, in particular, the creation of an innovative environment in the teaching of academic subjects that will be the basis for the pedagogical-psychological, scientific-methodical preparation of future geography teachers. analysis from a methodological point of view, creation of social-pedagogical, didactic conditions, requires the development of scientific-methodical bases for increasing the effectiveness of this process [10; 12 p.]

Also, in the formation of methodological preparation of future geography teachers for conducting practical training, it is necessary to study the content of practical training, to use various methods and means of teaching this content to students in the course of their activities. Improving the effectiveness of the educational process by mastering these skills, and as a result, preparing them for professional activities, requires setting them as a priority goal.

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In the current conditions of rapid development of science and technology, in the formation of methodical preparation of future geography teachers for conducting practical training, coherence and connection with scientific-theoretical, pedagogical-psychological, scientific-methodical preparation, which are components of professional-pedagogical training becomes important [Inoyatov]. In our opinion, taking into account the updating of the educational content based on the social requirements for the activities of pedagogic higher education institutions, it is important to acquire the level of scientific-methodical preparation of the future geography teacher from General Earth knowledge.

The research work on the problem and the analysis of didactic literature show that a number of research works have been carried out by pedagogues-psychologists on the problems of improving the education-training process, creating content and increasing the professional training of pedagogical personnel, but future geography the problem of conducting practical training on General Earth knowledge in the preparation of teachers for professional activity has not yet been comprehensively studied from a scientific and theoretical point of view.

This certainly means that it is very important to develop and put into practice the pedagogical conditions, content, form, methods and tools of preparing future geography teachers for professional activities by equipping them with the methodology of organizing practical training from General Earth knowledge.

Today, with the rapidly developing and expanding information environment, pedagogy is being reformed as the most important link of the continuous education system in higher educational institutions, which requires the development of an effective solution for the formation of the professional activity of the future geography teacher.

The preparation of the future geography teacher for professional activities in the field of General Earth knowledge is understood as the combination of his scientific, theoretical, methodical, practical and psychological training acquired from General Earth knowledge and their transformation into practical skills. In order to prepare future geography teachers for professional activity, it is necessary to develop the teaching system in higher educational institutions, to connect the educational process directly with professional activity.

The main condition for the development of the teaching system in higher educational institutions of pedagogy is largely determined by the level of knowledge, the formation of a scientific worldview, and the formation of skills and qualifications specific to the profession of the specialists trained in educational institutions. For this reason, it is important to develop and put into practice the scientific-methodical

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foundations of conducting practical training on General Earth knowledge in the preparation of future geography teachers for professional activities.

In the modernization of the educational system, taking into account the goals and tasks of the higher education institutions, professional orientation, the future geography teacher as a highly qualified, mature competitive pedagogue who fully meets the requirements of the State Education Standards. improvement of the methodology of conducting practical training on General Earth knowledge in the formation is the demand of the time.

According to the curriculum, this subject is planned to be taught in 344 hours in the 1st-2nd semester of the academic year. 134 hours of it are classroom (60 hours of lectures, 74 hours of practical training), 210 hours are allocated for independent education, i.e. 11.5 credits.

As can be seen from the above, practical training is given a large place in the curriculum. Carrying out measurements and observations with the help of geographical sources, globe, geographical map, geographical atlas, various statistical materials, tables, meteorological instruments, practical tasks based on the application of geo-informational systems, various independent works of students, based on the development of creative and research activities. comprehensive attention is paid to the comprehensive coverage of the training content.

General Earth science explains the reasons and patterns of why the nature of planet Earth is so diverse. For example, why there is only one season around the equator, four consecutive seasons in the middle latitudes, i.e. in the temperate region, there is little precipitation in the desert zones, and on the contrary, in the mountainous regions explains that it will be abundant and will be preserved for a long time.

In order for future geography teachers to fully and perfectly understand all this, it is very important to organize practical training in General Earth Science at a high scientific and methodical level. As long as the students do not apply the knowledge gained from the lecture in practice, it will be difficult to understand their content in depth and clearly, as a result, it will have a negative effect on their professional training. This shows that the organization of practical training is of high importance for the development of students' competences in science.

In the pedagogical literature, the concept of "practical training" is widely interpreted, and the term "practical training" refers to training aimed at students' in-depth assimilation of scientific-theoretical and practical knowledge, acquisition of certain methods related to science. Practical training is defined in the dictionary of pedagogical terms as follows:

Practical training is a form of education organized in a specially equipped room or a separate experimental

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area, aimed at developing the skills and abilities of students to apply the theoretical knowledge they have acquired in practice [5; 6 p.].

In our opinion, practical training is a reproductive teaching method that ensures the unity and connection of theory and practice, and allows students to listen to lectures and apply the knowledge gained during independent study in practice. is a form of education [7; pp. 64-74].

In the course of practical training organized in the course of teaching general Earth knowledge, the student performs practical and independent work. The performed practical and independent works affect the development of independent and creative abilities in students, the development of mental activity, the application of acquired knowledge in new conditions, and the formation of characteristics such as the desire to acquire new ones.

The following principles are used to choose the topics of practical training from General Earth Knowledge: practical orientation of education, formation of knowledge, social adaptation to higher education, preparation for professional activities, fulfilling the role of a general citizen, etc.

For this reason, the professional formation of the future geography teacher is achieved through the organization of practical training in geography education, the identification of forms, methods and tools of teaching, and their successful use as a methodical system [9; 388 p].

As a result of the study of scientific research, although there are views of scientific importance regarding the formation of methodological training of future geography teachers, the following problems awaiting solution in this area were identified:

- lack of concept of training future geography teachers for professional pedagogical activities in the higher education system;

- the principles, tools, stages, technologies and mechanisms of professional formation are not sufficiently researched;

- lack of development of the main areas of preparation of future geography teachers for professional pedagogical activity, determination of the laws and principles of teaching, methodological bases of using pedagogical technologies to increase the effectiveness of teaching;

- the lack of development of the pedagogical foundations for raising the level of preparation of future geography teachers for professional pedagogical activities,

- lack of study to determine psychological and pedagogical conditions [8; 447 p].

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In order to improve the system of preparing future geography teachers for innovative pedagogical activities during the research, the following:

1) to determine the historical characteristics and development trends of preparing future geography teachers for innovative pedagogical activities;

2) to determine the current state and main directions of the problems of preparing the future geography teacher for innovative pedagogical activities;

3) to create and implement a conceptual model of preparing a future geography teacher for innovative pedagogical activities;

4) to determine the methodical means of preparing the future geography teacher for innovative pedagogical activities;

5) development of tools necessary to test the effectiveness of the system of training future geography teachers for innovative pedagogical activities;

6) it was envisaged to confirm the effectiveness of the system of training the future geography teacher for innovative pedagogical activities through experience and testing.

The changes taking place in our society, the development of science and technology, and the globalization of information are placing new demands on the training of pedagogic personnel, on the professional and pedagogical training of future geography teachers.

Professional-pedagogical training of a teacher means the complex of his scientific-theoretical, psychological-pedagogical, scientific-methodical training, ideological-political and moral maturity.

The components of the professional pedagogical training complement each other, require and form mutually organically, the knowledge, qualifications and skills acquired by the teacher in these components are used methodically in the pedagogical activity [6; 20-p].

That is why the teacher's scientific-methodical training occupies a leading place among the components of professional-pedagogical training. This, in turn, directs the future geography teacher's scientific-theoretical, psychological-pedagogical, scientific-methodical preparation to innovative activities, to receive and evaluate pedagogical innovations, and to correct innovations in order to achieve educational goals. has created a demand for formation as a creative person who can effectively use and think creatively.

The introduction of innovative technologies to the process of formation of pedagogical personnel, especially science teachers for innovative pedagogical activities, prepares the ground for increasing the efficiency of this process. The use of innovative technologies in general Earth science lectures and

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practical sessions, the provision of educational tasks to be completed by students in practical sessions, the creation of opportunities for the creative use of students' knowledge and skills in independent education, future geography o prepares the ground for the formation of methodical training in teachers and the creation of pedagogical conditions necessary for obtaining this training.

The application of innovative technologies to the educational process organized in higher educational institutions of pedagogy envisages the following didactic goals:

- directing the educational process to the individual, increasing the effectiveness of his acquisition of knowledge, skills and qualifications defined by the State Education Standard;

- to acquire professional-pedagogical and methodical training of pedagogical personnel, prepare them for innovative pedagogical activities;

- to ensure the active participation of future teachers in training based on innovative technologies and to create opportunities for them to acquire the necessary methodological knowledge, skills and qualifications for using innovative technologies by turning them into subjects of the educational process.

The main essence of innovative pedagogical technology is to engage students in education and achieve full mastery of knowledge.

The main goal of applying pedagogical technology to the educational process is the thorough assimilation of the knowledge provided by the majority of students. The successful solution of the above-mentioned tasks directly depends on the level of professional and pedagogical training of teachers. This process, in turn, increases the social prestige of geography and serves to create a national model of personnel training. These tasks are directly related to continuous geographical education, and they are successful solution requires a systematic, integrated approach to this process. Therefore, it is considered appropriate to ensure the integrity and continuity of geography, unity of theory and practice, take into account the dynamics of theoretical knowledge, as well as practical skills and qualifications, and pay attention to the effective and appropriate use of new pedagogical technologies in the educational process.

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