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Research Article

DEVELOPMENT OF PROFESSIONAL TRAINING OF FUTURE GEOGRAPHY TEACHERS IN PRACTICAL COURSES FROM GENERAL EARTH KNOWLEDGE

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Nodirakhan B. Sultanova
Senior Lecturer, Department Of Geography And Its Teaching Methods, Tashkent State Pedagogical University Named After Nizmi, Tashkent, Uzbekistan

ABSTRACT

In this article, the role and importance of practical training in General Earth Science in the development of professional training of future geography teachers in higher educational institutions is highlighted. It reveals the achievements that can be achieved through the proper organization of practical training, the theoretical knowledge that students should acquire, educational tools, and the issues of the proper organization of independent work of students.

KEYWORDS

Geography, General Earth knowledge, practical training, knowledge, skills, competence, teaching aids, independent work, subject competence.

INTRODUCTION

The use of practical exercises and independent education in the process of teaching geography plays an important role in developing students' independent work skills based on theoretical knowledge, increasing interest in science, and educating their aspirations for education. The formation of the skills of applying the acquired new knowledge in pedagogical practice makes it possible for students to discover new knowledge.

Carrying out the practical exercises given in the curriculum will help students develop the knowledge, skills, and abilities necessary for life activities, in particular, working with geographical sources, solving problems and exercises, reading cards, pictures,

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drawings, graphs, diagrams and tables of various contents, It is of particular importance in forming the skills of working with meteorological instruments and performing tasks assigned to them. This, in turn, directs students to acquire knowledge about the interdependence of natural components, changes in the geographical crust and their positive and negative consequences, participation in activities related to nature protection, observation of economic processes in the world economy, etc.

THE MAIN RESULTS AND FINDINGS

The characteristic aspect of the science of geography is characterized by the fact that it has general educational features, the unique aspect of mastering the science is the acquisition of geographical knowledge from various sources, the ability to master texts obtained from cartographic and statistical data. During practical training, students acquire knowledge and skills such as working with geographic experts, using different methods in the educational process, preparing for independent work, etc.

The teaching methodology of geography shows that it is impossible to give ready-made directions for a specific situation in practical classes, because the teacher's skills in real practical activities, his training in the subject, his personal qualities, and at the same time the characteristics of students determine many things [3].

Variety of practical exercises in teaching general Earth knowledge in relation to the content of this course, it is also related to the age characteristics of the students, the resources recommended for them, and the previous level of preparation of the students.

By doing practical exercises in general Earth science, students will learn that the geographical crust is a whole system - the result of long-term interactions and interrelationships of the lithosphere, hydrosphere, atmosphere and biosphere, the emergence of natural processes occurring in the geographical crust and their development characteristics, causes and consequences, knowledge about the creation of the universe, galaxies, solar system, planets, the structure of the Earth, processes and events occurring in nature and society, and their knowledge about their interrelation develops [1].

During the practical training, students will be able to bring the independent activity of students to a higher level in the evaluation of the earth's crust, the solar system, the changes in the geographical crust, their development.

It is intended to achieve the following achievements by organizing practical training in the science of general Earth science:

- to develop the skills of using maps, statistical data, geoinformation system and resources to find geographic information;
- mastering the system of geographical knowledge, the changes taking place on the earth in relation to nature, changes in the population and economy at the level of all regions, global problems arising in relation to geographical processes and finding their solutions, geographical production methods, the variety of processes and objects involved in it as a whole study;
- acquisition of skills acquisition of skills to combine global, regional and local approaches to describe and analyze natural, socio-economic, geopolitical processes and phenomena;

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- development of cognitive interests, development of cognitive interests, intellectual and creative abilities by familiarizing with the most important geographical features and problems of major countries on earth;
- education of patriotism. Cultivating a careful attitude towards other peoples and their culture, the environment;
- use of various geographical methods, knowledge and skills, as well as geographical information in their practical activities;
- to be able to correctly evaluate important social and economic information on the Internet, to take into account development trends in Uzbekistan and other countries;
- such as understanding the geographical specifics and educational programs of rapid development of the tourism industry in large regions and countries.

- In the process of practical training, schematic cards are made based on various geographical phenomena and processes, their territorial interaction. Constructed schematic maps make it possible to determine the laws of geographical phenomena and currents.
- Students must have the following theoretical knowledge while performing practical work from general knowledge:

- basic geographical concepts and terms, traditional and modern methods of geographical research;
- Universe, universe, metagalaxy, galaxy, Milky Way galaxy, Solar system: Sun, planets, moons, asteroids, comets, meteors and meteorites, their place in the Solar system and their characteristics;
- processes and phenomena occurring in the geographical environment, their causes, laws of development and their positive and negative consequences;
- the longitudinal and transverse structure of the geographical crust as a whole system, the components of the geographical crust, the movements in it, the reasons for their origin and the laws of development;
- Features of the Earth as a planet: its place in the solar system, its shape, dimensions, equatorial and polar radius, chemical composition, movements and its geographical consequences, the influence of space on the Earth;
- lithosphere and its dimensions, crust and its types, structure, chemical composition, minerals, rocks, geochronological table, platforms and geosynclines, rift zones and circular surfaces, relief, internal and external factors that create relief, relief forms of different sizes, mountains and plains, their types according to their elevation and origin, geographical distribution, morphosculpture relief forms, types, ocean floor relief types and their characteristics;
- the hydrosphere, physical and chemical properties of water, its components: ocean waters and terrestrial waters, the World Ocean, its parts, properties, movements, underground and surface waters, components and hydrographic properties, the current state and problems of their use;
- the atmosphere, its structure and composition, air masses, solar radiation and its types, atmospheric pressure, winds, cyclones and anticyclones, atmospheric movement, weather and climate, heat and climate regions, problems arising as a result of the influence of human activity on the atmosphere;
- biosphere, types of organisms and their geographical distribution, natural zones and altitude regions, landscapes;

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- the interaction of society and nature and human influence on geographical processes, geographical predictions, types of predictions, etc.

Of course, the acquisition of the above knowledge by the students in the practical lessons of General Earth Knowledge depends on the correct selection of educational tools by the pedagogue on the subject being studied. The correct selection and advance preparation of the tools necessary for completing tasks play an important role in the effectiveness of practical training.

Teaching tools are various sources of knowledge included in the educational process for the purpose of forming knowledge, skills and abilities. Instructiveness in teaching allows students to expand their geographic horizons, understand the subject and master it thoroughly. According to the curriculum, the learning material that students should master is taken from various sources, including various literature, geographical atlases, contour maps, visual aids, tables, pictures, diagrams, graphs, etc. [3,7].

Of course, the effective use of educational tools depends on the methods and technologies used in the teaching process. Interdependence between methods and teaching tools is an integral process. Teaching tools are used based on different methods.

The main task of teaching tools is to provide visibility in the process of learning. When using them during practical training classes, it is necessary to follow the rules of the lesson and follow the rules established during the educational process. Absence or lack of teaching tools reduces the quality of education to a certain extent, causes a decrease in cognitive activity in pictorial visualization of processes. Too many teaching aids also cause playfulness among students.

All educational tools used during the lesson - pictures, graphs, tables, cards, slides, blackboards or screen-displayed materials - should be visible to students. Also, it is necessary to have a globe, a geographical map, atlases, contour maps, textbooks and methodical instructions in practical classes of geography, in particular general Earth science. Because students use these educational tools in almost every lesson and gain relevant knowledge. For example, when discussing topics related to the relief of the earth's surface, it is necessary to have a geographical map and a map without writing in order to determine the types of plains and mountains according to their height, to form a clear idea of their location and to remember them. Also, performing practical tasks such as calculating the distances between the extreme points of the continents in degrees and kilometers, measuring the length of rivers, calculating the area of the basin, comparing objects to each other, and making comparisons are carried out directly using the map and contour map.

Practical training tasks are performed independently by students based on the teacher's instructions. Proper organization of students' independent work in practical training classes plays a special role in the professional training of future geography teachers.

Students' independent work is defined as any educational tasks organized by the teacher for the active work of students, determining the didactic goals of the tasks, completing the tasks, searching for sources of knowledge, strengthening the knowledge learned on the basis of them, understanding its essence, developing and strengthening knowledge,

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skills, skills based on it, systematization and generalization of knowledge [5].

Independent work is a means of learning to perform practical exercises, through which students learn:

- Matching the didactic goals and tasks of a specific problem;
- to acquire the skills and qualifications formed in the process of finding a solution to the task at each step of the student's actions, i.e., the amount and level of knowledge from I don't know to what I know;
- students acquire skills and qualifications by systematically supplementing their knowledge independently, pay attention to the flow of information when performing new tasks aimed at developing new cognitive activities.

Independent work is adapted to the students' learning abilities, and its level of complexity increases from the first level to the second level, satisfying the students' ability to know.

It is important to give educational tasks that lead students to creative activity in practical training classes. Tasks leading to creative activity are considered one of the most effective ways of organizing the learning process of students in the independent education system. An important aspect of this activity is that it strengthens the skills to acquire new knowledge independently. These types of tasks are considered as a factor that forms the student's personal creative and research characteristics, and they are of particular importance not only in the future teaching activity, but also in the direction of scientific activity [2].

Tasks leading to creative activity allow separate students with different levels of ability. Students with a low level of knowledge do practical exercises slowly, it is difficult for them to master the educational material, and the teacher has to give them more information. Most of the allotted time is spent only on the task.

In practical training, it is appropriate to give such students tasks that have the character of research, using geographical sources. For example: trace the routes traveled by travelers during the era of great geographical discoveries on a blank map by studying the maps drawn by them. Analyze the results obtained using the study materials, map and atlas in the textbook and study guide. In the process of completing this task, the student will study the educational materials in the textbooks and textbooks, analyze the paths traveled by tourists, get a complete understanding and idea about the geographical naming and location of the names of places in the past and now . Information on how to complete such a task is given in the textbook.

CONCLUSION

As can be seen from the above, practical training is of great importance in the professional preparation of future geography teachers. Through the correct organization of practical training classes, theoretical knowledge acquired by students is transformed into practical skills and competencies, and scientific competencies are developed. Tasks related to the strengthening of topics in practical training classes, organized by the teacher at the level of demand, serve to increase the efficiency of the lesson by making students think about research, increase their working skills, and form creative activities. That is why it is

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necessary to constantly improve the teaching methodology of the practical exercises specified in the geography courses and programs.

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