



USING ICT IN GEOGRAPHY LESSONS

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

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Submission Date: October 15, 2024, Accepted Date: October 20, 2024,

Published Date: October 25, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue10-39>

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ABSTRACT

The article raises the topic of using information technology in geography lessons, which significantly improves the quality of teaching subjects and the interest of students in it. The article also discusses the advantages and types of ICT, methods and techniques, the importance of using information technology at different stages of the lesson.

KEYWORDS

Geography, training, presentation, information technology, computer, lesson, work experience, information.

INTRODUCTION

Currently, the use of the latest information technologies plays a very important role in education. Geography lessons conducted with the use of ICT provide students with an engaging way to explore concepts and definitions, observe geographical objects through videos and photos, and reinforce material in a captivating manner, enhancing their overall comprehension of the subject.

The primary goal of our pedagogical activity is to develop general academic skills and abilities, which will be applied during geography lessons utilizing modern information technologies. To achieve this goal, we have identified the following tasks for geography

lessons: first, to ensure students acquire solid and deep knowledge; second, to develop their cognitive abilities; third, to foster each student's creative development; and fourth, to cultivate socially active individuals. The effectiveness of the educational process when using information technologies in geography lessons can be easily assessed through various types of activities involving participants. These include the use of electronic textbooks, educational presentations, slide-based assessments, computer tests, and even educational games, all of which significantly transform the traditional education system.

Information technologies play a key role in transforming the educational process. Using computers in geography lessons enhances the effective study of the subject. Geography-related software is aimed not only at developing knowledge and skills but also at nurturing students' creative abilities. We believe that certain aspects should be considered when developing geography curricula. For instance, lessons focusing on new material require demonstration programs that present theoretical information to students in an accessible, vivid, and visual manner. Videos showing the formation of folded mountains or pre-prepared stories illustrating fascinating natural phenomena can be used as examples. For lessons dedicated to reinforcing new material, control programs are highly effective in facilitating knowledge retention and skill development.

The advantages of using ICT in geography lessons include:

- Versatility;
- Impact on various types of memory;
- Effectiveness at all stages of the educational process;
- Flexibility.

The computer is the most powerful and effective of all technical tools that teachers and students have ever had at their disposal. Information technologies significantly enhance the efficiency of the educational process, adding dynamism and expressiveness to lessons. They make lessons more vivid, engaging, and informative while also creating a positive emotional atmosphere. ICT allows for careful selection and presentation of essential material in a clear and accessible way, increasing students' motivation and

fostering conditions for independent exploration of the world around them.

In preparing and conducting lessons at various stages, I apply different types of computer programs: educational, training, control, demonstration, reference, and more. Computer presentations contribute to making geography lessons more expressive and visual, which helps students better absorb the material presented. Practice shows a significant interest among students in such lessons. Another advantage of multimedia presentations is the increase in students' learning activity and the improvement of material retention and comprehension. This changes students' attitudes toward geography as a subject. The ancient science of geography is being revitalized, gaining fresh creative imagery and attracting enthusiastic young learners. Key tools of information technologies successfully implemented in geography lessons include the internet and interactive whiteboards. These tools make lessons even more engaging and help boost students' motivation. They also foster collaboration among students, enhancing their creativity, confidence, and deepening their knowledge.

Modern requirements call for active participation from both teachers and students in creative activities. One example of such activity is organizing research and exploratory projects through the development of joint computer-based projects for lessons and extracurricular events. The project method forms the foundation of project-based learning, which focuses on the independent acquisition of geographical knowledge and the creation of tangible products.

Depending on the lesson's goals and objectives, information technologies are applied to assess

knowledge and skills. Multimedia technologies save time and allow for the completion of a greater number of tasks. The capabilities of interactive whiteboards enable the testing of students' knowledge of geographical nomenclature.

Geography lessons often require the frequent switching of maps and the use of visual, illustrative, and supplementary materials beyond the textbook. Here, electronic presentations can serve as a helpful tool. Demonstration programs are typically used when introducing new material. They often include video clips with narrated commentary, which helps create a more vivid understanding of the content.

To ensure the effectiveness of the learning process, educational resources are developed. A media library has been established, containing approximately ten electronic geography textbooks and guides. Additionally, a test bank, measurement materials, lesson plans, and computer presentations have been created. For more convenient internet use, I developed a catalog of websites, including not only links and addresses but also summaries of their main pages.

The ability of students to work competently with information, structure it, and systematize it is one of the criteria for achieving a high level of personal development.

Thus, the integration of information (computer) technologies into geography teaching enhances the quality of the educational process and enriches collaborative teaching approaches. Information technologies have become an integral part of our lives and are now seen not as a passing trend but as an indispensable tool that enables teachers and students

to effectively address their tasks and implement modular teaching methods.

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