

## IMPROVING STUDENTS' GEOLOGICAL KNOWLEDGE BY SCHOOL GEOGRAPHY EDUCATION

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### ABSTRACT

This article discusses the use of the means of natural geography education in the formation of geological knowledge and skills of students. In this, it is noted that the importance of school geography lessons is high in increasing students' geological knowledge.

**Keywords:** pedagogical skills, state educational standard, theoretical model, mineral collection, rock and mineral collection, natural objects for excursions,

### INTRODUCTION

A number of general concepts that reflect the essence of the methodology of geography education in school geography lessons belong to certain categories. They act as leaders, forming a whole system of scientific geographical knowledge. Therefore, it is advisable to take the essence of geography education, the processes of geographical cognition in students, as well as the formation of geographical culture, based on the main categories of the methodology of geography education.

The above-mentioned main professional pedagogical categories also apply to the essence of geography education, which is carried out in schools. Because, the process of geography education based on pedagogical categories will be methodologically properly organized. That is, elementary natural geographical knowledge and skills that allow students to form a geographical culture, their application to practice should be carried out in the form of a system or complex on the basis of a specific theoretical model.

In the course of natural geography lessons, which are held in general secondary schools, natural geographical knowledge and skills are formed. We have described the content of geography education as a holistic process and result, relying on this point of view in this article. For this purpose, we used the modeling method and followed the principle of a systematic approach. The following points of view were taken into account in this:

According to research work on the field of pedagogy, pedagogical systems are inherent in social structures, which are

characterized by the presence of the following important signs: purpose, general laws and real connections between themselves. The pedagogical model and, in particular, the educational process model programs specific educational activities and the sequence of their implementation and results in order to achieve private educational goals on the basis of general educational goals.

The model of the methodological system consists of a set of interrelated, interdependent components, consisting of methods, forms, planning tools, organization, training, study, analysis and improvement of the educational process.

The methodological system of education is a set of interconnected, ordered and interconnected methods, forms, planning tools, consisting in the organization, training, study, analysis and improvement of the educational process aimed at the effectiveness of students' education. Didactic modeling of the geographical culture of students and its components in the process of geography education of secondary schools was carried out on the basis of the following several principles:

- a) accuracy and chaos of the concepts of "geography education" and "student geographic culture";
- b) geography education and the structural structure of the geographical culture of students;
- s) geography is almost an allusion to the complexity of the components that make up the content of education and the geographical culture of students;
- d) the brevity and accuracy of the statement of these components;
- e) unity of Word and demonstrativeness in the transfer of educational material;
- f) the relationship of educational materials with the geographical environment;
- g) the wealth of information of the geography education process, that is, the ability to pass from simple activities to complex activities on the basis of constant sequence, consistency.

The modern features of the teaching methodological system are as follows consists of:

- planning the educational process on a scientific basis;
- mutual integrity of theoretical and practical training;
- difficult level of educational material and rapid assimilation of the unit;
- maximum activity of students and independent learning;
- the embodiment of individual and collective activity;
- enrichment of the educational process with educational tools;
- a complex approach to mastering various disciplines.

Based on the didactic principles highlighted above, we have theoretically substantiated the model of the methodological

system of using educational tools in the formation of students' geological knowledge and skills, highlighting the main components of the model. In this methodological model, we looked at the process of geography education as a whole process, taking into account that it is a special type of activity of the teacher and the student in the process, indicating an important place of educational tools in the process, and in this place we have interconnected the components of the teacher as a project, manager and The target component (component) in the structure of the methodological system model, taking into account the content and requirements of the programs of the state educational standard (DTS) vageography in geography, embodies aspects that determine the quality of the student's personality at the same level, that is, at the general and private level. While goals at the general level provide for the formation of geological knowledge and skills in the student's personality, the development of a creative, self-conscious personality, goals at the private level provide for the formation of knowledge about the nature of the globe, the formation of the necessary knowledge, skills, qualifications and competencies under the educational program. In the structure of the motivational component, others were concentrated, such as showing the practical significance of the material being studied, stimulating interest in acquiring knowledge. The content of the meaningful component includes natural geography courses taught in schools in the general education system geography program, namely, the course "Primary natural geography" taught in the 5th grade, the course "Natural geography of continents and oceans" taught in the 6th grade, the courses "Natural geography of Central Asia" and "Natural geography of Uzbekistan" taught in the 7th grade. The structure of the process component included the methods of education, forms of Organization of education and the type of educational activity. Educational methods, in turn, were classified according to the source of knowledge, according to the nature of cognitive activity and according to didactic goals. In the section of the component forms of educational organization, educational work is defined, which is performed in classes (lesson, practical training, elective courses), extracurricular activities (quiz, excursion, competition) and as homework. The educational process on the types of educational activities of this component was divided into individual, subgroup, collective and frontal approaches. Educational tools were seen as the main factor ensuring the effectiveness of the motivational, content and process components of this model, and the main classification units of the tools were introduced. As well, the classification of educational tools mainly includes textbooks from geography, exercise books, geographical maps, globe, graphs, schema, tables, pribors, natural guides, models, interactive maps, electronic educational reserves.



In the assessment and the result component, the levels of increased motivation of students to acquire geological knowledge and the level of formation of students' geological knowledge and skills (insufficient, sufficient, high level) were determined. We tried in this article to comprehensively substantiate the methodological essence of the process of geography education in experimental schools:

1. From the point of view of the activities of geography teachers and students, the content of the geography education process includes the following components:

a) consists in studying the pedagogical activity of teachers of geological knowledge, creating in students a complete picture of the processes of geographical cognition, their conditions, methods and means of conditions; guiding the activities of students in the process of performing geographical educational technologies and geographical educational and creative work; analyzing and controlling the achievements of students in learning, including checking and assessing the development;

b) the educational activity of students consists in studying, including the adoption of geographical and geological knowledge guidelines of geography teachers, understanding their essence, thinking and planning of the work ahead; technologies of geography education and geographical training included control of oneself and the results of work in the process of performing creative work.

2. From the point of view of educational tools, the content of the geography education process included the following components:

a) natural objects (mineral collection, rock and mineral collection, herbariums, natural objects for excursions, etc.k.);

b) image of geographical objects and phenomena (models, paintings, paintings, portraits, photographs, diaphilms and diapositives, motion pictures, etc.k.);

c) description of geographical objects and phenomena, their reflection in a symbolized form: oral reasoned manuals (textbooks, manuals, workbooks, reference books, simple manuals (chrestomatias), etc.k.); cartographic guides (maps, maps, maps, etc.k.); graphic manuals (graphs, diagrams, etc.k.); g) instruments for the analysis and re-reflection of geological objects and phenomena (models, equipment, equipment, equipment for monitoring, measuring and analyzing Geological objects and phenomena, etc.k.);

d) methodological manuals for teachers (educational and methodical instructions and manuals on the organization of geography education and its methodology, methodological developments, reference manuals, advanced experiments, methodological recommendations, etc.k.).

## CONCLUSION

In this article, we felt the need to implement a technological approach based on pedagogical requirements in the processes of formation of geological knowledge and skills of students. This necessity prompted us to design a technological scheme in the status of a benchmark (sample or template) in educational and educational processes, as a result of which a drawing of technology was formed and applied to practice in experimental fields, which is an educational technology based on the complex use of traditional and modern educational tools during integrated training, designed and organized applied. In this educational technology, two stages are distinguished, based on the content of the topic to be studied at the first stage - organizational and draft stage, the form of education, educational goals, educational methods, as well as the competencies that students should acquire, the importance of choosing the appropriate educational tools, the second stage-the complex use of educational tools at the On the basis of educational technology based on the complex use of traditional and modern educational tools, educational and educational processes in geography (topics in the curriculum, extracurricular activities) were designed and organized.

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