TECHNOLOGIES FOR USING VISUAL EDUCATIONAL TOOLS AND THEIR IMPORTANCE IN GEOGRAPHY LESSONS

A.B.Janzakov

Associate Professor of the Department of Geography and its teaching methodology, Tashkent State Pedagogical University named after Nizami

A.U.Eshnazarova

Student of the Department of Geography and its teaching methodology, Tashkent State Pedagogical University named after Nizami

M.A.Iskandarov

Student of the Department of Geography and its teaching methodology, Tashkent State Pedagogical University named after Nizami

Abstract: This article examines the use of visual aids in geography lessons. The technologies used and their importance were studied. The article also analyzes the issues of classification of teaching aids.

Keywords: geography lessons, events and phenomena, educational tools, geology lessons, volumetric teaching, models of volcanoes, geysers, mountains, tsunamis, floods, tornadoes.

ТЕХНОЛОГИИ ИСПОЛЬЗОВАНИЯ НАГЛЯДНЫХ СРЕДСТВ ОБУЧЕНИЯ И ИХ ЗНАЧЕНИЕ НА УРОКАХ ГЕОГРАФИИ

А.Б. Жанзаков

Доцент кафедры географии и методики ее преподавания Ташкентского государственного педагогического университета имени Низами

А.У. Эшназарова

Студентка 4-курса кафедры географии и методики ее преподавания Ташкентского государственного педагогического университета имени Низами

М.А.Искандаров

Студент 4-курса кафедры географии и методики ее преподавания Ташкентского государственного педагогического университета имени Низами

Аннотация: В данной статье рассматривается использование наглядных пособий на уроках географии. Были изучены используемые технологии и их значение. В статье также анализируются вопросы классификации средств обучения.

Ключевые слова: уроки географии, события и явления, учебные пособия, уроки геологии, объемное обучение, модели вулканов, гейзеров, гор, цунами, наводнений, смерчей.

The group of teaching aids that depict geographical events and phenomena is divided into two: volumetric teaching aids and depictions of geographical events and phenomena. These two groups depict geographical objects, events and phenomena.

Technology of working with volumetric teaching aids. Volumetric teaching aids are also used in geography lessons. They include models and models. Models are three-dimensional (volumetric) images of geographical events and phenomena and objects. They are reduced to a certain scale or depicted in their own size. However, errors are also allowed in volumetric models. According to their construction, models are divided into the following types: indivisible; divisible; sectional; open; statistical and active.

In geology lessons, the model of the globe is most often used. It is not appropriate to make models of all events and phenomena for educational purposes. For example, models of volcanoes, geysers, mountains, tsunamis, floods, tornadoes are not appropriate for their purpose. Because they can be freely used in natural processes, models of thermometers, barometers, weather vanes, compasses and other instruments can also be used in the lesson. With the help of models, students quickly learn their structure and functioning. With the help of models, the structure and functioning of canals, dams and reservoirs can also be shown.

Models are also widely used in geography education. Models are simplified copies of geographical objects, events and phenomena. They are divided into natural geographical and economic and social geographical models.

Natural geographical models include landscapes, relief, river valleys, mountains, gorges, caves, models.

Models of relief forms are of great importance in the study of the Earth's surface. It is very difficult for students to master knowledge about relief, because the relief is three-dimensional. Therefore, observations made in the field are of great importance in the study of relief. Not only can the formation of the relief be seen on site, but the object being studied is directly studied, its dimensions are determined, it is studied in all respects, and clear ideas are formed. One of the easiest ways to master knowledge about relief is to make models of their forms on the geography field.

When teaching a lesson using models, the teacher should show the model from all sides, only then will a complete and clear idea of the geographical object or events and phenomena depicted on this model be formed in the minds of students.

Therefore, models are considered an intermediate tool for depicting geographical events and phenomena in their natural state on maps.

Technology of working with voluminous teaching aids.

Pictures are widely used in geography education. Through them, they depict geographical events and phenomena, as well as reveal their specific features and aspects.

Pictures (pictures) have the following properties:

- pictures allow students to organize their cognitive activity. Using pictures, the teacher can talk about their content, have a conversation with students, or give students tasks for independent analysis of the picture. For example, if a picture depicting desert nature is being studied, the teacher can assign students to write a written work about the main relief forms of Kyzylkum, flora and fauna based on the analysis of the picture. When the picture is hung, it should be clearly visible from all parts of the classroom; - a well-made picture is of great importance in creating ideas about geographical objects, events and phenomena. Therefore, some

of them can replace observation in nature. For example, students can get a complete idea of the relief forms of a desert or mountain by looking at them in a picture. Pictures are especially important in studying geographical events and phenomena that can be learned directly by seeing or studying. For example, the nature of Antarctica, Tornadoes, Tsunami, etc., so pictures allow you to imagine geographical events and phenomena;

- educational pictures (paintings) are a generalized depiction of specific geographical events and phenomena. Unlike artistic paintings or photographs, they emphasize certain features of events and phenomena. In this case, the most important aspects of geographical events are easily mastered, and on the other hand, this object makes it possible to separate the most important aspects of events from secondary aspects. In the process of forming knowledge, the study and analysis of pictures is carried out with the help of a teacher. In the process of checking and evaluating knowledge, students independently study, analyze and draw conclusions from pictures. This approach to studying pictures allows solving two important educational problems: it introduces students to the methods of geographical knowledge; it allows students to develop logical thinking, the ability to work with abstract-theoretical structures. Such activity relies on the emotional perception of students.

The main requirements for using pictures are as follows:

- the picture must correspond to the content of the lesson topic;

- the drawing should depict the most important features of a geographical object, event and phenomenon;

- the drawing should be clear and legible.

For example, the paintings of the People's Artist of Uzbekistan Chingiz Akhmarov of natural landscapes can be widely used in studying the natural geography of Uzbekistan and Central Asia. Based on the analysis of these paintings, students can easily and quickly form general concepts using drawings.

For example, flat and wavy plains, rolling, craggy and rocky mountains, tropical forests, Antarctic ice sheets, deserts, mountains, etc.

Use of natural resources. Effective teaching in geography lessons relies on students' direct perceptions of nature and the economy. Therefore, the use of natural resources is of great importance in mastering geographical knowledge.

Natural geographical tools are divided into two large groups:

- natural tools studied directly in natural conditions;
- natural tools studied in classroom conditions.

Natural tools studied directly in natural conditions include geological formations, landforms, soils, plants, streams, lakes, agricultural crops, and industrial enterprises. These natural tools are studied during educational trips. Direct study or observation of natural and industrial objects in natural conditions is the basis for studying other educational tools (samples, herbariums, etc.). Observation of natural conditions and processes is a complex process. During observation, teachers assign certain tasks and monitor their implementation, and the results of the observations are compared. Students should record the events and phenomena they observe.

The results of these observations can be used in the lesson. The skills of observing events and phenomena in nature are formed during the lesson on the basis of exercises and observation of pictures and statistical on-screen manuals. For example, while showing the slide “Images of Desert Nature”, the teacher can ask his students the following question: “What is the reason for the formation of desert relief forms? What are the main features of desert relief forms?”

Observing geographical objects during educational trips is a very complex problem. Therefore, the teacher must first carry out organizational work. To do this, he explains the goals and objectives of the educational trip to the students, the class is divided into certain groups, and each group is given a task. For example, when going on an educational trip for the elementary (grade V) course of natural geography, the following tasks can be presented.

- cleaning geographical openings and carefully examining them;

- determining the number of layers in the opening. Measuring the thickness of the layers;

- study the state of strata and determine their causes;

- under what conditions did the formation of deposits occur;

- what external forces affect the change in relief. - what is the effect of external forces on the relief.

The implementation of this task requires students to be extremely observant. They must determine the boundaries of the layers, the specific features of the arrangement of the layers, the sizes of the rocks in their layers. As a result of the observations made, the group of students will be able to better master the knowledge of the formation of rocks, their accumulation and deposition.

Students' observation of natural objects is carried out under the direct supervision of teachers, in some cases, the teachers themselves participate in the observation work.

The following natural objects can be observed in the classroom:

a) rock samples;

b) soil samples and soil monoliths;

c) herbariums;

d) animal carcasses;

d) samples of industrial and agricultural products.

Natural objects are an irreplaceable type of educational tools.

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