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METHODOLOGY FOR CONDUCTING PRACTICAL CLASSES IN GEOGRAPHY LESSONS

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Abstract
The article reveals the content and essence of the development of the skills of observation, diligence, logical thinking, creative activity and the implementation of knowledge in everyday life through practical training of students in geography lessons. Examples are given on the organization of practical training and methods of solving issues.

Keywords: practical assignment, map, educational project, geographical issues, logical thinking, creative activity, ability, method.

Introduction

Geography is distinguished within the natural sciences by its wide scope, curiosity and popularity. The requirements outlined in the geography curriculum and the state educational standards adopted from geography include the knowledge, skills and qualifications that students must learn and master. However, theoretical knowledge alone is not enough to fully understand the nature of the geographical object, phenomena and processes, the causal connections that cause them.

In order to consolidate theoretical knowledge, the need for training and solving issues related to certain geographical phenomena and processes arises spontaneously. In order to understand the content of many geographical laws, it is necessary to carry out appropriate accounting work.

Exercise and problem solving from geography aims to educate students the following positive qualities:

1. Students develop the ability to think logically.
2. Students develop the ability to visualize the internal structure of a geographical object, along with the external appearance of phenomena and processes.
3. Students develop knowledge aimed at identifying the causes that cause the geographic object, phenomenon and processes.
4. Students improve their computational skills in determining the scope of a particular geographic object, phenomenon, and process.
5. In students, the skills of a scientific worldview and the ability to think logically are formed.

The purpose of practical assignments is to generate skills and competencies (geographical exercise and problem solving, map handling, digital data handling, nature event monitoring and analysis, etc.) in students related to geography. Strengthening the acquired knowledge forms the basis of practical assignments.

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Practical assignments can be completed by students both individually and with the participation of the student. After students have mastered the methods of performing practical tasks, geographical exercises and solving issues, the opportunity arises to independently complete assignments.

Practical assignments require special training from both the geography teacher and his students. It is necessary to teach practical assignments to students from simple, elementary works to complex tasks slowly, using the "simple to complex" method in the course of the lesson. The teacher should first of all teach students to work with text, pictures and practical tasks in the textbook, improve the ability to read geographical maps, analyze the results of observation and observation of natural phenomena, and then carry out tasks in separate educational and methodological manuals, solve geographical exercises and issues.

The following methodological requirements are imposed on the practical tasks performed by students:

1. Practical assignments correspond to the knowledge and abilities of students, taking into account their psychophysiological capabilities. at this time, it is necessary to go, who will develop their thinking skills and creative initiative;
2. The practical tasks of students (geographical exercise and issues, working with the map, etc.) should dictate the use of previously acquired knowledge, skills and qualifications and develop them further;
3. The type and content of practical assignments must correspond to the age characteristics of students, their level of training (knowledge) and individual characteristics;
4. It is necessary to pay attention to the fact that practical assignments are content-diverse and interesting, the result of which is obliged to give readers novelty;
5. Practical assignments should be gradually complicated from the lower classes to the upper classes;
6. It is advisable that the result of each practical assignment be analyzed in a timely manner, discussed and evaluated, and the results of the practical assignment be used in the educational process.

The biggest task facing the educational system that operates today is to identify gaps in teachers, give them the necessary recommendations, provide practical assistance to teachers in preparing students for an International Assessment Program. Experiments show that the gap in most teachers working in the field of geography is a poor knowledge of practical training. In the direction of geography, students do not form competence without practical training, and they have difficulty thinking logically in the cross section of science.

The geography curriculum of general Secondary Education lists the total volume of hours allocated to the subjects in the section of chapters, the distribution of which is carried out by the teacher with a creative approach. In particular, when drawing up a thematic plan, it is necessary that the calendar is allocated in chapters in the curriculum (given to topics) without

leaving the total clock size.

The composition of the practical training is given the name of the procedure for performing the training and the necessary equipment for its conduct. The student conducts an experiment on the given assignment and writes a conclusion based on the results obtained. Practical training has a demonstrative experimental character, to which a separate class hour is allocated. Before organizing educational-project work, the teacher develops a system of assignments for project work. Educational and project work is given to students as an assignment before the topic is passed (the term is determined by the teacher, depending on the type of assignment). Students in the class, either alone or in groups, independently collect information from various sources (textbook, Internet)for a specified period of time on the topic, form a project device and conduct educational-research work.

Those who receive training in the project work will make a presentation on the planning of the work, its execution, drawing conclusions, the result of the work. The work of the project serves for the formation of research and creativity activities in students.

The composition of a practical assignment is expressed through a list of equipment related to the topic of training, text related to the topic of training, a map, a picture, a graph or a table. The reader performs the assigned tasks using the recommended equipment, text, map, unwritten map, picture, graphic and table, and states their conclusions. Practical assignments can be assignments covering the cross-section or interdisciplinary engagement of the topics covered.

The following procedure considers practical classes that should be held at the school and provides the necessary recommendations.

One day, two tourists went on a trip. The first tourist set out for the desert of Kabir in the African mainland to see the miraculous Egyptian pyramids, and the second tourist set out for the Hawaiian Islands in the Pacific Ocean to rest, seeing the beautiful views of nature.

Tourists were interested in the weather in these places, what they plan to take with them.

Daytime air temperature in Sahroyi Kabir is +40 °C, and at night +5°C,

The air temperature in the Hawaiian islands is +32°C during the day and +28°C at night.

What did the tourists choose from the following?

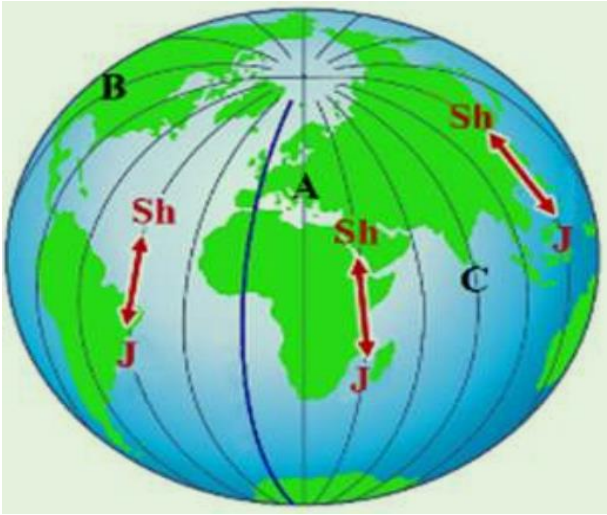



Daily amplitude of air temperature in Sahroyi Kabir
+40 °S - (+5°S) = 40 °S-5°S = + 35 °S
Daily amplitude of air temperature in the Hawaiian Islands
+32°S - (+28°S) = +4 °S.
So, a tourist going to the desert Kabir will receive warm clothes with him, and a tourist going to the Hawaiian islands will receive light clothes.
The Shape of the Earth is complex and does not fit into a single geometric figure. The Shape of the Earth is neither spherical nor ellipsoid. Its surface is uneven, reaching an amplitude of 20 km (19870 m). The height of the Himalayas is 8848 m. The Pacific maximum depth is 11,022 m. From this kind, the Earth is only in the form of a specific geoid. Mental attack Geoid-what?
Geoid-spherical shape with slightly convex poles, the middle part slightly convex elongated.
“Tree of goals” style. The term “Tree” refers to the use of hierarchical structures obtained by dividing common goals into subordinate goals.
Sample: throat data with names of bodies of water:
Name of water according to taste and taste, smell and temperature –Sweet Lake, Salty Spring, fresh spring, bitter spring, salty lake, hot spring; depending on color –white water, black water, blue lake, White Sea, reddarya, yellow water, Yellow Sea, Black Sea, Black Sea; depending on the speed and burning of the flow –fast, fast,fast, damariq, tentaksoy, Pacific Ocean; with plant names – apricot, pistabulok, tumariq, Walnut; birds and animals with names – pigasoy, Sparrow, Stork, balykkul, stallion; depending on the condition –topalangdarya and other.

Problematic method. For some reason, despite the fact that tropical Africa is rich in natural resources, the poorest countries in the continent fall in this region? Justify your answer?
Is a kilogram of apples heavy at the North Pole or at the South Pole, why?
Scientists have found that the southern polar radius of the Earth is 30 meters shorter than the northern polar radius. Therefore, 1 kg of apples will be heavier at the South Pole.
Why does the speed of ultrasound at the equator and middle latitudes in Arctic water bodies not show the same result?
Reason: depends on the temperature of the water, salinity and water density
At noon on September 23, the sun is standing to the left of you.
Question. Which side of the horizon are you looking at?
Answer: you are looking to the north of the horizon.
Practical training: geographical coordinates .
Basic concepts. It is recommended to pass concepts of degree circle, geographic latitude, geographic longitude, Prime meridian, geographic coordinate, northern latitude, southern latitude, eastern longitude, Western longitude as a practical exercise.
The latitude and longitude of each point on the Earth's surface is its geographical
is called coordinate. For example, the geographical coordinate of Tashkent is 41° north latitude and 69° east longitude
1. Perform the following tasks based on the data from the textbook as well as the training Atlas:

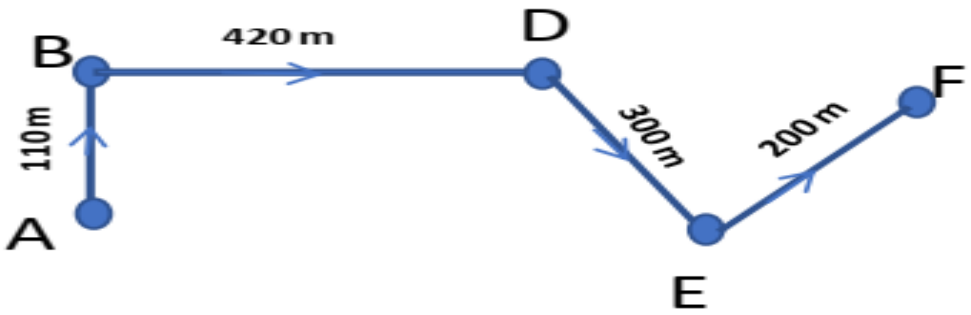
a) complete the sentence using the" select " item:
Geographical latitudes to Parallels on the globe ..... Equator Line..... it is determined using levels written next to it. The geographical lengths are ..... Prime meridian..... it is learned using levels written on it.

b) look closely at the figure below and consider the meridians marked with letters A, B, C to the Prime Meridian place in the table from the nearest location to the node.



From nearest to longest		
A	C	B

Subject matter: Magadan city: 600 sh.k, 1500 shq.u.at, the Norwegian capital city of Oslo is located at 600 sh.k., 100 shq.u.determine the distance between the two cities if it is located at?
Solution: the distance between the two cities is 1400.
That is, 1500-100 = 1400. 140 · 55.8 km= 7812 km
Hence, the distance between the two cities is 7812 km. is equivalent to.
Note: 10= 55.8 km.ga is equal to.(600 sh. in width).
Practical training: solving issues related to scaling and Mashtab.
Work on issues related to the topic.
The student walked 110 yards from point A to point B at 360° li azimuth. He walked 420 meters from point B to point D at 90° li azimuth, and 300 meters from point D to point E at 135° li azimuth, and 200 meters from point E to point F at 45° li azimuth. Schematically describe the path the reader is walking on at a scale of 1: 10,000.
Answer: 1: 10 000 is 1cm.100 m at



On the globe, the distance between points A and B is 41 km. Lower this distance in the form of a straight line in your notebook on a scale of 1: 500,000.

Answer: 1: 500 000 is 1cm.5 km at
41 km: 5 km = 8.2 km

3. Lower the following routes in a straight line view into your notebook on a 1:2 000 scale.
Answer: 1: 2 000 is 1cm.da 20 m
100 meters to the East, 60 meters to the Northeast, 50 meters to the northwest;

In conclusion, practical assignments develop students ' skills to practice the knowledge acquired during the course of the lesson and further strengthen them. It also provides opportunities to improve the awareness of students and the quality of acquired knowledge, to realize the acquired knowledge, skills and skills in life, production, and to develop the cognitive abilities of students (observation, meticulousness, logical thinking, creative activity and knowledge implementation), to prepare them for independent work, future productive and independent life.

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