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IMPROVING THE FORMATION OF GEOGRAPHICAL CONCEPTS IN THE TEACHING OF NATURAL SCIENCES IN PRIMARY GRADES

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Annotation:
In the article, the improvement of geographical concepts in elementary school students, the introduction of new theoretical and practical knowledge about the laws of nature and social development into the educational content, the acquisition of knowledge important for social life experiences and various fields of science. training of creative specialists is considered a priority for them, determining the coherence between them, that is, interdisciplinary connections, forming geographical concepts in elementary school classes, studying geographical phenomena and processes, previously mastered in academic subjects issues of acquiring knowledge and skills are described.

Keywords: b high school, geographical concept, pedagogical conditions, form, method, tool, natural sciences, integrative approach, improvement, knowledge, didactic foundations, theoretical problems, modern approach, nature, society, environment, human and nature.

Special attention should be paid to the content and essence of teaching methods of formation of geographical concepts in the teaching of natural science in elementary grades . Summarizing them, the teaching method can be defined as follows. Teaching method refers to the joint activities of teachers and students to achieve educational goals. In the educational process, the teacher's goal is to impart knowledge, and the students' goal is to acquire knowledge[1]. To achieve these goals, a number of teaching methods have been developed in pedagogy.

The methodology of teaching natural science is a pedagogical science that reveals the content and methods of comprehensive education of students in teaching natural science. It is based on the research done in pedagogy and uses its methods, taking into account the content and characteristics of teaching its subject.

By teaching students science, the teacher not only equips them with the knowledge, training and skills necessary for continuing education and practical activities, but also forms their outlook, will, character, and develops their mental abilities. Accordingly, he develops forms and methods of teaching natural science[2]. The teaching process includes interrelated parts: the content of the subject, the activities of the teacher and students, that is, the subject itself, its teaching and learning, that is, knowledge, learning and experience. includes the acquisition of skills. According to this, among the tasks of natural science methodology is to determine the content of natural science as an educational subject, to research the methods and methods of teaching, and to develop the necessary educational equipment.

The formation of geographical concepts in students during the teaching of natural science in elementary grades not limited to the description and explanation of the teaching process, but also develops the rules, based on which the teacher can successfully teach the students in this subject[7]. The formation of geographical concepts in science education includes all teaching processes, from teacher preparation to taking into account the results of mastering the learning material, including

classroom, home, classroom and extracurricular activities. Based on a comprehensive study of the teaching practice and then creatively summarizing the results, certain laws of teaching are determined and measures are developed to further improve it[8].

The issues that natural science studies and develops include:

the educational and educational importance of natural science as an educational subject, its place in the educational system;

the content of the educational material and its presentation system ;

teaching methods and student organization forms;

taking into account the educational material, the learning process of students and the results of teaching.

Classification of teaching methods in it. Therefore, there are a number of options for the classification of teaching methods. Initially, the classification of teaching methods was developed by the German scientist Oberlander[9]. This classification was used until the 30s of the 20th century. Oberlander classified geography teaching methods as follows:

analytical methods. First, the earth is studied as a whole object, and then some of its parts are studied. It reveals the general characteristics and laws of the Earth. Then the natural geographical features of individual continents and oceans are studied;

synthetic methods. First individual places are studied, then the whole Earth is studied;

constructive methods. In this, the student acquires knowledge about the relief of the earth's surface while drawing a map;

binding methods. When working with such methods, great attention is paid to the study of connections and connections between the studied phenomena.

Later, these methods will be improved by other scientists. Reworked by DDSemenov, E.Yu.Petri, ASSokolov, VPBudanov, SPArjanov. SPArjanov divides geography teaching methods into the following groups : analytical, synthetic, concentric, associative, grouping, comparison, experience, interaction, heuristic, degmatic, synthetic genetic, experience-heuristic[10].

Therefore, in the present time, the classification of methods according to the sources of knowledge is widespread in the teaching methodology of geography. Conversational, theoretical, working with maps, observation, experience, working with textbooks, methods of working with statistical data are widely used in general education schools in one form or another. In recent times, the development of teaching methods has intensified[11]. The classification of geography teaching methods according to the sources of knowledge has begun to be criticized, because these methods are classified mainly based on external signs and taking into account the educational activities of students.

Formation of geographical concepts in the teaching of natural science in elementary grades The teacher's teaching goals are as follows:

students acquire knowledge and skills;

to ensure the development of students' minds;

to ensure the formation of students on the basis of acquired knowledge and skills, that is, to educate them.

The teaching method is focused on one goal, i.e. acquisition of knowledge and skills. Therefore, the goal of the students forms the basis of the teaching method of the students. The teacher should not only manage the educational process, but also be part of this process, that is, he should be both a

manager and an assistant in the acquisition of knowledge and skills by students. All of this allows teaching methods to be described[12].

It is the joint activity of the teacher and students that allows teachers to master the educational content. The method should always match the educational content. In the teaching of natural science in primary grades, geography-related resources should definitely correspond to the methods of knowledge of geography. So, the activity of the teacher and the student constitutes the teaching method. At present, classification of teaching methods in geography education is widespread.

One of the most important tasks is the choice of teaching methods in elementary science classes . If the appropriate method is chosen incorrectly, the joint activity of the teacher and the student will be ineffective. Therefore, the choice of teaching methods should be based on certain principles[13]. They are as follows. " Selected method" should correspond to the content of the topic to be covered. This method is considered the first and most important condition for its effectiveness . In many cases, using only one method to teach the same content is ineffective in most cases.

Therefore, it is necessary to choose methods suitable for the activities of teachers and students. In this case, the possibilities of students' knowledge, the level of complexity of the activities they carry out, the time factor and the presence of the necessary sources of knowledge about geography in the teaching of natural science will be determined. The principle of taking into account students' cognitive abilities when choosing a teaching method, paying attention to the following:

subject ;

theoretical knowledge;

of the class ;

students' ability to do independent work;

geography knowledge.

This knowledge forms students' ideas about the events being studied. For example, mountains forests, deserts, lakes, rivers, maps and hakazo[14]. Geography provides knowledge about the location of events and phenomena in space, the location of natural zones, climatic regions, states, administrative units of cities, as well as the properties of geography events and phenomena. Such knowledge includes knowledge of soil fertility, irrigation, evaporation, intensive and extensive farming, hardness of rocks, salinity and temperature of water and spikes[15].

Also, it is necessary to use special teaching methods in the formation of geographical concepts in elementary science classes. The methods used should respond to the following students:

the method should be educational, that is, it should affect the development and interests of students;

the chosen method should be scientific, the more scientifically based the method is, the more clear and precise it will be;

the method should be popular;

the method be effective, that is, it is necessary to focus on the acquisition of reinforcement of educational materials.

Because when using all types of teaching methods, these methods are definitely used in one form or another. In it, the teacher must meet the following requirements in the formation of students' geographical concepts during the lesson.

must be scientifically correct and scientifically based;

knowledge must be logically correct;

knowledge should be understandable for students;
the teacher's speech should be interesting;
narrative form and students should be able to write it down.

In the process, the teacher should follow the students' thoughts and develop the skill . A good understanding of geographical knowledge and the connections between them, as well as the teacher's disclosure of the educational material in a clear logical direction, helps the students to develop their thinking[16]. During the lesson, geographical knowledge is only tried to reveal the main content of the educational material, and how the class works, less attention is paid to student activation. Therefore, it is necessary to form geographical concepts in students during the lesson . In this case, students are only required to accept and think about the given material. In order to achieve this goal, the teacher must control the students' acquisition of knowledge. This is done by explaining the subject and plan of the lesson to the students. In order for students to better understand geographical connections, the student should develop a plan for the description of geographical entities and events[17]. The plan is written on the board by the student or announced orally . Students write this plan in their notebooks. This will help the students to master the content of the topic they are describing. According to the plan, the teacher summarizes the content of the educational material.

The interview method is used for this. In order to make it easier for students to learn the content of the educational material, it is necessary to focus students' attention on the most important things. Pupils develop listening skills gradually. Therefore, the duration of the oral presentation varies in different classes. In the lower classes, the oral presentation can take 5-10 minutes, and in the upper classes, it can occupy the entire lesson[18]. In the lower classes, the explanatory method is used to study the following topics: plan and map, annual movement of the earth, internal structure of the earth, rocks, relief and its types, volcanoes, salinity and temperature of ocean waters, terrestrial waters, structure of the atmosphere, monsoons, formation of cyclones and trade winds, low pressure and high pressure areas and so on.

In the upper grades, the explanatory method is used to study the structure of the main sectors of the national economy and their development, the geographical distribution of labor, the creation of economic regions, the transport system and the main types of international economic relations, and other topics. The explanatory method is carried out in the form of a proof. In the process of explanation, the teacher reveals the connections between phenomena and introduces students to the basic natural geographical and economic geographical laws. For example, the heat generated in a certain place depends on the angle of the sun's rays, the temperature and pressure decrease as the height increases, and so on.

During the explanation, the teacher puts questions to the students in order to increase their attention and invites them to express their opinion. For example, how the trade winds affect the climate of Africa, what happens when air rises from the Earth's surface. During the explanation, the teacher uses a map, a blackboard, and various visual aids.

In the formation of geographical concepts for elementary school students, the following topics can be taught using the explanatory method: components of the economy, components and structure of industry and agriculture. Dream interpretation should be carried out in a certain order, divided into some parts. For example, when explaining the agriculture of an area, the topic can be divided into the following parts:

1. Agriculture is closely connected with natural conditions.
2. General features of agricultural development.
3. Agricultural industries.
4. The location of agriculture and places where the main farming and animal husbandry are developed, to increase the level of evidence of natural geographical concepts, it is of great importance to observe the educational content explained, experience, and connect the students with the knowledge obtained from other subjects.

The story method also has a positive effect on the formation of geographical concepts in students. The student uses the story method to form vivid images of geographical events and phenomena in the minds of students, to introduce students to geographical discoveries, unique landscapes, and the life and activities of people in different countries. The story method must meet the following requirements:

geographic existence, events and events to be told must be selected in advance;

the story should create a clear idea of the studied geographical entity, events and phenomena in the minds of students;

the story must be reliable, primary information must be distinguished from secondary information;

different visual aids should be used during the story;

in the lower grades, the teacher should tell more stories about the geographical events and phenomena he saw;

the story should be connected to life, easy to understand and interesting; - the story should be told using the latest achievements of geography;

the story must be ideologically politically correct. It is necessary to use the information published in the daily press.

The effectiveness of the story largely depends on the choice of educational material, the correct ratio of evidence and generalizations. During the story, the teacher should not forget to form the main and most important things, that is, geographical concepts, during the presentation of various information. No matter how many and interesting the given information is, if they are not put into one system, if the connections and connections between them are not opened and appropriate conclusions are not made, the story will not give the intended effect. Evidence should reinforce and clarify conclusions and generalizations and facilitate student comprehension.

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