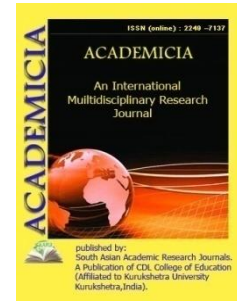




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WHAT TO LEARN IN THE COURSE” NATURAL GEOGRAPHY OF THE MAINLAND AND OCEANS

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ABSTRACT

This article provides detailed information on what is covered in the course "Natural Geography of Continents and Oceans". There are also views on the importance of using modern pedagogical technologies in teaching this subject. The general natural geographical concepts of the content of the geography of continents and oceans taught in schools give rise to the concepts of regional natural geography and some features of the landscape. The study of matter in this order coincides with didactic, systematic, scientific directions. The natural environment is clearly visible in the northern and southern sections of the African mainland. It will be much easier to understand the phenomena of atmospheric circulation in the example of the mainland. In order for students to master the science of natural geography of the mainland and the oceans, it is important to use advanced and modern methods of teaching, to introduce new information pedagogical technologies.

KEYWORDS: *Cartographic Concepts, Continents And Oceans, Subtropical, Cartographic Applications, Use Of Mixed Methods, The Integrity Of The Geographical Crust, The Rotational Motion Of Matter, Rhythm, Cooperation, Heated Debate, Exchange Of Views, Climate , Relief, Nature Complex.*

INTRODUCTION

The course of continental geography differs from other courses by the large amount and variety of knowledge. Of particular importance is the formation of geographical concepts in the course. Students' understanding of natural objects and phenomena is divided into two groups. 1. Concepts of memory. 2. Gain insights. The second concept is more appropriate for this course. The reason is that students do not have the opportunity to see and feel some of the studied

geographical objects and events. At this time, visual aids and students' live speech play a leading role in the formation of concepts. However, knowledge of the external features of geographical objects and events is associated with the formation of concepts. These are the components of nature, images of typical natural complexes, the peculiarities of their location on the map (cartographic concepts), etc. k. There are also concepts that depend on time. The separation of the same features of objects and events and their definition is carried out in the process of forming concepts. The formation of geographical concepts is done in several stages.

The first stage is the introduction of new concepts into the educational process and the separation of its significant signs, for example, the signs of the concept of the "subtropical climatic region" are studied for the first time on the topic "Earth's relief and climate".

Students learn the reasons for the formation of consecutive atmospheric pressure by season. For this reason, it is familiar with the types and dispersion of air masses. It will know the signs that depend on the concept of the subtropical region, that is, the warm and dry weather of the weather is a warm and humid winter month. Here, the pupils occupy only these characters, again, according to the seasons they need to bring their images to the eye. Even it is necessary to understand the reasons for the exchange of air masses. At the second stage, the content of concepts becomes more evident in the study of matter iqlimini. On the topic of the African climate, when striking the single concept of the "Mediterranean climate of African droughts", students are formed with the belief that the signs belonging to the subtropical climatic region are correct. When crossing the southern subtropics of Africa, the content of these concepts becomes deeper. Another type of subtropical region in the process of reading the Australian mainland is familiar with the continental climate. The South is united by origin to the subtropical region in the study of the mainland of North America. As a result, students will be able to independently say the most necessary signs of these concepts without suffering.

Main part.

The general natural geographical concepts of the content of the geography of continents and oceans taught in schools give rise to the concepts of regional natural geography and some features of the landscape. The content of the course consists of various knowledge. These are: Concepts and terms related to general geology, natural territorial complexes, its components, natural processes and events, natural geographical description of the world's regions, population and its role in the economy. Contains information from the political map of the world's population. Most of the knowledge of general geology is taught in the course of continents and oceans in the context of school geography courses. Much of this knowledge is studied in the geography of continents.

These include climate, relief, natureeksiexi, geographic shell natural resources and others. The content of most concepts in the 5-th class is further strengthened in the 6-th class. These are concepts such as climatic features, isotherms, Equatorial, subequatorial, tropical climatic regions are used on the basis of wind atmospheric precipitation, atmospheric pressure, air masses, climate and other concepts. At the course of the mainland and the oceans, knowledge is needed, which comes into contact with general geographic laws and which separate natural components characterize properties. These include: the location and development of relays types minerals, precipitation and temperature and general geographic characteristics that belong to the geographic shell and are of great importance to the general population. In school geography, a

grid of these characteristics is involved: 1. One integrity of the geographic shell 2. Rotational motion of substances. 3. Rhythm 4. Geographic zonal.

Most of the course content covers individual concepts. For example: the Volga River, Lake Baikal, the Pamir Mountains, the savannas of Africa, Australia, the plains of Eastern Europe, and so on. In order to distinguish the natural features of the continent and their territorial features, it is necessary to master a large number of geographical objects and events. But regional theoretical knowledge and individual concepts should not overlap in terms of quantity. Individual concepts are usually used to distinguish the properties of a particular region, object, and event. Individual concepts are also necessary in further defining general concepts and in solving educational tasks. Therefore, the content of the course includes information about the largest rivers in the world. They are supplemented by general concepts such as regime, saturation, and high relief. This is where the individual and the general concepts come together. Information and materials on geographical changes, research methods are of great importance in the study of the geography of continents. There is an opportunity to develop the skills and experiences learned through cartographic methods. Some of the knowledge gained in the elementary course of natural geography will be further strengthened in this course. Extensive experience in the study of the geography of continents and oceans. Effective use of them should be an important task and duty of every geography teacher. The geography of continents and oceans currently taught in the program includes a regional section, i.e., the natural geographical features of the continents and a general section. The general section is a component of nature and is essential for understanding and changing the general laws.

School mainland geography differs from this course in high school in many ways in the order of learning. At school, first the mainland of Africa, then the mainland of the southern hemisphere, if at the end the mainland of the northern hemisphere is studied. At the end of the course, depending on the structure, the matter of Eurasia, which is complex and has different natural conditions, is studied. The study of matter in this order coincides with didactic, systematic, scientific directions. The natural environment is clearly visible in the northern and southern sections of the African mainland. It will be much easier to understand the phenomena of atmospheric circulation in the example of the mainland. If the geography of matter is studied as given in the plan, then the possibilities of thorough creation of knowledge and from the scientific and pedagogical side will be much broader. All matter study procedures are given the same as in the program. In the program, subjects are given special attention to intermediate links. Basically it comes into contact with physics, botany, historical sciences. Research of matter if discovery requires historical knowledge, such concepts as the atmosphere, the hydrosphere, the circulation are in contact with physics.

Basically, the study of the course is carried out based on the knowledge and skills acquired in the initial courses of geography of nature. The teacher is used as knowledge based on the general knowledge that the students have acquired in these courses. For example: in the study of African mainland relays, data from the 5th grades can be used in the reader's answers. The knowledge and experience that students have worked on the card in the 5th grade can be used in all subjects of the geography of the mainland and the oceans. It is necessary to make effective use of the knowledge gained in all subjects. Students know the classes of the most necessary plants in the course of Botany. And in the course of history, the most ancient countries are Rome, China,

Greece, Egypt, India and other countries with a brief geographical background, all kinds of cones in the geometrical Sciences have spatial influences in the form of graphs. The basis of the content of the geography of matter and oceans arises the definition of matter and geographic objects. The knowledge relevant to these objects is shown in general geographic and thematic cards. 6-class cards are not only a scientific basis for students, but also a foundation of knowledge, which will be necessary for the development of skills and experience.

The use of cartographic tools used in this course is one of the highest techniques in passing the course. The reason is that students use the card to issue a tariff on any geographic object or region. In the teaching of the geography of matter, the semicircular card from the poster cards the world political card thematic cards the natural card of the climate, vegetation, nature zones, mainland and some of their sections are widely used. Some students use Atlas cards if they are to work with. In the atmosphere, all the cards are clearly given. Cards without records are issued for some matter. Summarizing the work with them in the lessons should be the main task of the teacher. The geography of the mainland and the oceans needs a huge amount of different sighted weapons. Film films on this course, a lot of vidofilms. Often there are dozens of Motion Pictures in the equatorial forests of African savannas. Events belonging to different parts of the world can be used in each lesson, showing the well-known French oceanographer Jacques Iv Cousteau's filmography, which he showed himself. In the lessons of natural geography of the mainland and the oceans, posters and paintings are used. Basically" in the valley of the year", " on the banks of Chad", "Lake Nyasa". There are dozens, hundreds, photos of them, such as" Zambezi sharsharasi", " Congo equatorial forests", " pigmey tribe", " African savannas", in which the external manifestations of geographic objects and phenomena are shown. In some pictures, typical landscapes are shown, in which sandy deserts, floral deserts, rocky deserts are given landscapes, in some pictures the external manifestations of plants and animals are clearly shown. In teaching the course of the geography of the mainland and the oceans, it is necessary to make fertile use of collections of minerals and herbarium of plants. In teaching the course, teachers use more conversational techniques. This method works in conjunction with more cards and sight weapons.

The method of explanation is widely used to establish similarities and differences between different regions. This method is used when it is not possible to map objects. When students visualize the appearance of objects, descriptive conversations may or may not read and use sections of general geographic content that relate to those objects. Conversational methods are widely used to describe the forests of Africa and Latin America, to convey the monsoon climate to students, and to describe the work of rivers and travelers. Students will be able to participate in conversational classes on all continents. In the teaching of the geography of continents, the reproductive method is widely used, that is, the independent acquisition of knowledge by students on the basis of ready-made plans: as is known, the natural geographical description of continents is based on individual plans. For example, rivers and objects on all continents are studied according to the same plan. Experiments have shown that teachers learn a few lessons on a ready-made plan (reproductive) without the help of another textbook, and that learning with their participation gives good results. Provides ample opportunities for students to learn ready-made plans when exploring geographic sites and to acquire knowledge independently in their practical application. The most important thing is to ensure that the acquired knowledge is systematic. In teaching the African continent, the teacher explains to the students a plan to give a

natural geographical description of the objects. This plan becomes more complex from lesson to lesson. By the end of the course, students will be able to work fully and independently with these plans. This develops students' ability to work with this method.

In the last years, the importance of geography maps in the unification of independent and practical work of students is great. The educational methods used in the natural geography of the mainland and the oceans should be different. The use of mixed techniques in teaching the course gives effective results. As students move from the mainland to the mainland, their knowledge becomes deeper, their skills and experience in handling cards becomes higher. For this reason, the possibility of writing exact descriptions to the mainland and its sections through the card will be high.

The importance of using modern pedagogical technologies in teaching science

Today, developed countries have accumulated a lot of experience in the application of pedagogical technologies that increase the educational and creative activity of students, guarantee the effectiveness of the educational process, the basis of which is interactive methods.

It is believed that the most optimal way to increase the effectiveness of education in modern conditions is the organization of training with the help of interactive techniques. The most correct step in finding answers to the above questions is to get acquainted with the lexical meaning of the term “Interactive” – the base concept. From a logical point of view, interaction, first of all, expresses the conduct of social subjects in conversation (dialogue), an action based on interaction, activity.

In traditional education, too, naturally, the basis of the conversation is information. But the main source of information transfer is the experience of the teacher, which in the process he leads, dominates, that is, he seeks to convey knowledge to the students in a verbal manner at the main time of the lesson. Showing activity is characteristic of the teacher, and the students in this situation remain silent listeners. Their main task is to listen to the teacher, write in the necessary places, answer when addressed with questions, a phrase from the speech, as far as it is allowed in rare cases. One aspect in traditional education is that it prioritizes not only in lecture classes, but also in seminar classes in schools. According to him, in the role of the “supplier” is no longer represented by a teacher, but a reader. The reader basically shows the knowledge he has mastered, and the teacher listens to his thoughts, addresses them with questions in the necessary places. The group of students (team) in this situation remains completely silent participant, listener. At first glance, the adoption of information transmitted by a student or a teacher evokes intimidation, as if creating an opportunity for a group (team) of students to master knowledge. However, as the results of psychological research show, the knowledge (information) received in this way is very quickly forgotten.

In particular, American psychologist scientists R. Garnikau and F. According to Maclellan's studies, the natural physiologic and psychological capabilities of an individual make it possible to preserve to a different extent the knowledge acquired in certain forms. That is, the person: 10 % when he reads the source himself; 20 % when he hears the information; 30 % when he sees the event, phenomenon or process that occurred; 50% when he sees the event, phenomenon or process that occurred and hears the information about them; 80% when he transmits the information (information) by himself (in words, demonstrates his knowledge). %; when applying

the acquired knowledge (information, information) to its activities, 90% of the volume of information is able to be kept in mind. Accordingly, interactive teaching is organized on the basis of "the interaction between the main participants of the educational process – the teacher, the reader and the group of students, heated discussions, the possibility of mutual exchange of views, free thinking in them, the double statement of their personal views, the joint use of solutions in problematic situations, the emergence of mutual affinity of students in the – the group of students is characterized by" mutual respect, understanding and support for each other, being in a sincere relationship, achieving spiritual unity, etc.". In order for students to master the science of natural geography of the mainland and the oceans, it is important to use advanced and modern methods of teaching, to introduce new information pedagogical technologies. The reforms carried out in the field of education in our republic are subject to a new look at the educational system, raising it to the level of world standards taking into account the requirements of society and the need for a person, wide use of advanced pedagogical experiences of developed countries in the implementation of pedagogical and information technologies in the educational.

CONCLUSION

In the study of the course of natural geography of the mainland and the oceans, mainly the methods of speech (question, answer) are used. This method is used to explain new or general concepts in the comparison of the iqlimini and internal waters of the mainland. Methods of explaining similar and different endings of different regions are used. It is useful for students to choose conversational techniques when imagining objects related to climatic regions.

The basis of the content of the course of natural geography of the mainland and the oceans is the assessment of geographic objects. A lot of knowledge related to these objects is generated by working with general geographic and thematic cards, concepts using the method of comparing them. Cartographic techniques used in this course are the most important techniques.

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