



GEOGRAFIYA DARSLARIDA O'QUVCHILARNI INSONPARVARLIK RUHIDA TARBIYALASHNING METODIK TIZIMLARI

Narzullayev Nuriddin Homit o'g'li

Navoiy viloyati Pedagogik mahorat

markazi mustaqil tadqiqotchisi

Annotatsiya: Mazkur maqolada geografiya o'qituvchilarida insonparvarlashtirishning metodik tizimlarini shakllantirishning ahamiyati va yo'llari haqida ma'lumotlar berilgan. Shuningdek, geografiya o'qitish metodikasining asosiy funksiyalari va geografiya o'qituvchilariga qo'yilgan muhim talablar ko'rib chiqilgan.

Kalit so'zlar: Geografiya o'qitish metodikasi, insonparvar, gnoseologik, aksiologik, gumanistik, psixofiziologik, geografik bilim.

Аннотация: В данной статье представлена информация о значении и путях формирования методических систем гуманизации учителей географии. Также были рассмотрены основные функции методики преподавания географии и важные требования к учителям географии.

Ключевые слова: Методика преподавания географии, гуманитарные, гносеологические, аксиологические, гуманистические, психофизиологические, географические знания.

Abstract: This article provides information about the meaning and ways of forming methodological systems for the humanization of geography teachers. The main functions of



the methodology for teaching geography and the important requirements for geography teachers were also considered.

Key words: Methods of teaching geography, humanitarian, epistemological, axiological, humanistic, psychophysiological, geographical knowledge.

INTRODUCTION: It is the duty of the period to introduce every citizen of our society with the basics of upbringing, to provide the process of bringing up the younger generation as a harmonious person with new pedagogical weapons and tools. Based on the general tariff on the quality of the educational system, which constitutes its own holistic, interdependent structure, theoretical approaches in the eyes of the point of humanization of education, we should formulate the concept of a methodological system for humanizing the education of geography at school.

LITERATURE ANALYSIS: Humanization of geography education at school-the methodological system of resurrection geography is an interconnection of the gnoseological and axiological foundations of Education, which is carried out as a result of the interaction of the target, meaningful, procedural-motivational and effective-assessment components of school geography, as well as the humanistic worldview of schoolchildren and makes it possible to positively integrate students.

The system components are as follows:

- goal;
- motivational;
- meaningful;
- procedural;
- effective and evaluative.

The fact that Proverbs, representing folk wisdom about “reward”, “waste”, “honest”, “unclean”, have come down to us over the centuries, “do not eat the truth of someone(orphan)”, “do not hurt animals”, “every grace of nature is a naziri, blessing given



to us by God, that we should honor him to a high degree, and awaylab and admonitions, of course, can be cited as evidence that serves the further development of human. [1]

The kindness of our people to Mother Nature, to her blessings, in general, is vividly expressed in such Proverbs as “tuflama to the water”, “do not throw stones into the well”, “do not drain the water”, “do not waste water”.

If we look at the price and value of water at this point, that is, the countries in the world where the cost of 1 meter/cubic water is the most expensive:

- \$ 9.70 in Denmark;
- \$7.54 in Belgium;
- \$7.09 in Norway;
- \$95 a month in Alaska;
- In Germany is \$ 6.6.

Also the cheapest countries for the price of water:

- \$0.05 in Egypt (Cairo;
- \$0.04 in Cuba (Havana;
- \$0.4 in Uzbekistan;
- \$0.04 in Pakistan (Karachi;

-Since Indonesia (Jakarta)has \$ 0.03, it means that the students ' knowledge of the prices of water between countries alone is also at a specific level, serving to appreciate water as well as increase humanitarian potential in them, preserve Mother Nature and appreciate the benefits of nature. [2]

RESULTS: When creating a methodological system model for the humanization of geography education at the school, some of the features and requirements that exist in any system were taken into account. The system is viewed as an integral object composed of interconnected elements with its own purpose. Integrity is provided by:



- objectives of humanization of geographic education, content, selection of organizational forms of Education, methodological approaches and interaction of planned results.
- execution by each element of certain tasks subject to the general purpose of the system;
- unity of humanization of education and upbringing;
- correlation of theoretical knowledge and practical skills.

These trunk connections determine the movement of the system. Its development is caused by the improvement of individual parts of the system or a change in attention to values, views, beliefs that are determined by modern society.

In the content of school geography, three humanitarian parts can be distinguished, through which we will consider the content of the course " socio-economic geography of Uzbekistan:

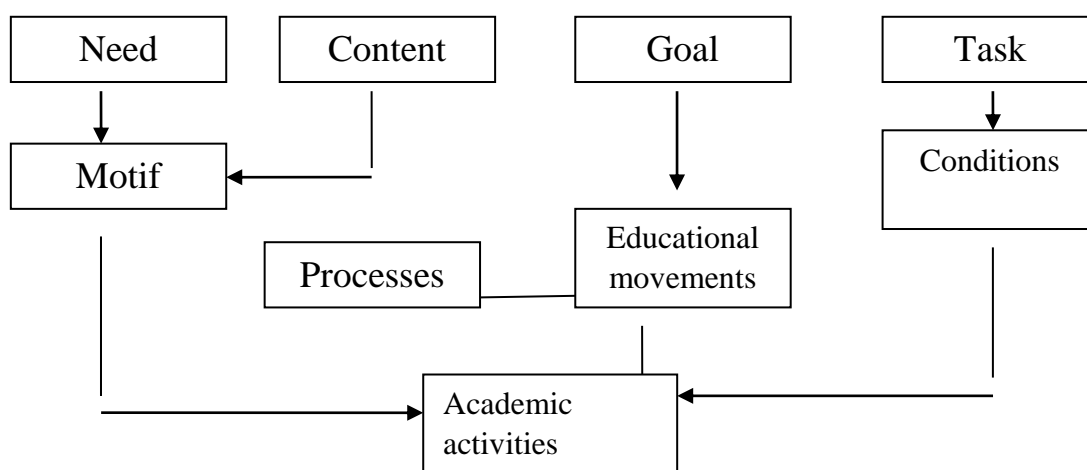
" On man " is the study of geography in the following relationships: man-man, man-nature, man-Society.

Discussing the problem of " Man-Man " gives readers the opportunity to think about the fact that a person is so only because of the meaningfulness of his life, does not give the meaning of life from the outside, forms it himself; each person and his individuality are associated with the need to communicate with other people. [3]

DISCUSSION: In the study of geography, little attention is paid to the problem of "Man-Man". If the student acquires knowledge about the development of nature, society, but is not able to realize himself, does not have life guidance based on universal values, it is impossible to talk about the implementation of the principle of humanism in geography lessons. The geography teacher should organize the educational process, give assignments and apply Group work in such a way that they should direct students to universal values, so that, based on self-observation, they try to form real visions of themselves, their classmates. The ability of schoolchildren to reflect, understand themselves, motivates the self-improvement of their capabilities by an individual, or, conversely, as a result of insufficient self-perception, is perceived as discomfort, psychological protection, and as a result, eas,



unwillingness to learn, the desire to communicate with classmates, teachers disappears. The founder of Game Theory is considered A.N.Lyontev notes that the game is a goal-oriented activity in which the universe is portrayed figuratively, clearly, emotionally. Introducing readers to the problems of “Man and nature” helps to form a moral attitude towards nature, saves a person from egoistic anthropocentrism, helps to understand that man is part of nature. A.N.The theory developed by Lyontev served as the basis for the study of the phenomenon of the game. Its structure is reflected in the table below.



Game activity structure

A.N.Lyontev noted that the game accompanies a person throughout his life, undergoes significant changes, and each other in the game has its own characteristics. In addition, the game is colorful not only in content, but also in Idea according to its shape and sources.

The problem of” Man and society ” allows us to connect the mental worldview with the awareness of the political and spiritual responsibility of a person, to understand that human freedom is not the same as power and arbitrariness. Studying geography “through the individual” means giving personal content to the material being studied. E.S.In his research, Zaire-Beck points out four ways to help each student understand the content in the learning process:



- creating conditions for the manifestation of creativity and creative activity in the free choice of the type of activity;
- valuable empathy, emotional perception of the surrounding world, relationships with others, providing the opportunity to express oneself emotionally;
- formation of installation values;
- the formation of relationship values in the educational process, first of all, the desire for personal and collective success, the desire to bring joy and benefit to other people. [4]

In order for geographical knowledge to be useful and interesting to the student, an influencing teacher plays an important role, first of all leading the course process. To do this, the teacher must take into account the individual, psychological, age characteristics of students, their life goals, needs and motives for learning. If the teaching of geography is carried out taking into account the development of modern society, then each graduate of the school will be able to move freely in life using the thorough knowledge he received at school.

The study of geography "for Man" is understood as the application of geographical knowledge and skills in everyday life. So, we will witness that the components closely related to the acquisition of knowledge of personal importance by schoolchildren create conditions for the positive integration of students into the modern world.

Below we will dwell on special criteria for choosing the necessary content in the educational process:

- taking into account the age characteristics of psychophysiological students, this criterion allows you to choose material that is interesting and understandable to students;
- social-to ensure the social significance of the selected material and contribute to the formation of socially significant knowledge;
- value-semantic, which allows you to reveal the value orientations of the individual, allowing you to choose the material that reveals the meaning of spiritual-moral-spiritual, environmental values and ideas;



- taking into account the personal interests of schoolchildren, filling the content with material of personal importance, practical, vital for students;
- educational-methodological, ensuring the unity of training and upbringing in the process.

The formation of a humanistic worldview of students manifests personal values through thinking, based on all the components of education in the teaching of geography, when students are ready to use their beliefs, the knowledge that is entrenched in them. [5]

The direction of humanization also has its influence on the procedural component of the educational system. The main condition for the implementation of humanization of education is the central role of the personality of the student in the educational process. The educational process is carried out in communication activities with interrelated sides: communication, that is, the transfer of information and interaction, that is, the interaction of subjects. If the interaction between the teacher and the students is not good, then a lot of useful information remains abstract for them, as a result of which the cognitive interest of students in acquiring knowledge begins to decline. Inadequate assessment of the role of teacher and student and student interaction with each other reduces the developmental effects of learning. From this point of view, the most effective way of communication is characterized by the fact that the teacher's group of students becomes one team, stimulates interaction between students, and the learning process continues in an atmosphere of cooperation and trust.

Working in geography classes in small, mixed groups creates an atmosphere of positive interdependence and individual responsibility. In the process of cooperation, interpersonal communication skills are formed. Positive correlation is achieved when the actions of each member in the group are critical to the success of the entire group. Individual responsibility arises when each member of the group performs part of a common task. The members of the group learn to work with each other, exchange ideas, seek solutions, communicate with each other, communicate. Finding a solution in a group allows



students to think aloud, listen actively, evaluate different options, and thereby increase the creative potential of learning.

This organization of the educational process humanizes the nature of interpersonal relationships between teachers and students. The teacher shows full confidence in students, supports their success and contributes to the formation of self-confidence and self-esteem in children. The importance of this method of organizing educational activities of schoolchildren is that in many ways it determines the nature of their communication with future People, Partnership, the ability to understand each other. [6]

CONCLUSION: As our society develops, the goals and objectives of education are also improving. In particular, geography education sets goals for itself, such as independent and creative thinking in students, the formation and development of verbal and written speech skills, the education of language sensitivity in them. Excellent teaching of geography education is manifested in the process of implementing such defined goals. In its manifestation, however, the unique teaching style of each teacher is of particular importance. One of the high requirements established in the educational system is to open a wide path towards the acquisition of modern knowledge, as well as make the most effective use of advanced pedagogical technologies in the improvement of Education. The effectiveness of the educational process should be measured not only by the scale of the teacher's transmitted knowledge, but also by the scale of the received, acquired knowledge, skills and skills of students.



LIST OF BIBLIOGRAPHY:

1. Turdikulov E.O., Turdikulov U.E. The development of environmental education in Central Asia .T.: Science, 2013, - P.73.
2. Bespalko V.P. Fundamentals of the theory of pedagogical systems.Voronezh: Education, 1977.
3. Kazakova E.I.Theoretical foundations of the development of secondary schools.Diss.D.P.N./Russian State University.A.I.Herzen.-St. Petersburg,1995.
4. Leontiev A.N. Selected psychological works.
Moscow: Pedagogy.1976
5. Vershlovsky S.G. Problems of humanization of school education// Humanization of education. Theory and practice:Collection of scientific papers.-St. Petersburg:SPbGUPM,1994.-pp.5-15.
6. Zair-Beka.C.Form-making in pedagogy-the construction of personality-oriented learning.Methodological materials. St. Petersburg.:RSPU named after A.I.Herzen, 1995