PEDAGOGICAL ASPECTS OF THE FORMATION OF GEOGRAPHIC CONCEPTS IN PRIMARY SCHOOL STUDENTS

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ANNOTATION

In this article, the principles of the formation of geographic concepts in elementary school students in the conditions of rapid development of Science and technology in the educational system, integration of new theoretical and practical knowledge about the laws of the development of nature and society in the content of Geographic Education, formation of necessary knowledge, skills, qualifications and competences in interrelation with all - the preparation of creative specialists for the acquisition of knowledge, which is important for different branches of science, is a priority, which in turn is the formation of geographic concepts in primary school students, which is considered the main link of the continuous education system, the pedagogical processes and the educational environment are related to the processes of active information exchange.

Keywords and concepts: Environmental safety, environmental destruction, environmental culture,environmental policy, education, form, method, innovation.

In the organization of the educational process, we focus not on the current level of development, but on the zone of proximal development. So far, the teaching of geography in a traditional school is aimed at giving the

students empirical knowledge, which is mainly focused on the already developed forms of the student's mental activity - forms of perception, memory and visual-figurative thinking. Such training combines the past stages of mental development, is based on the principle of existence.

The didactic model of the process of formation of educational activities of schoolchildren, which we have developed, is fundamentally different from traditional teaching in terms of content, in addition to mastering the content of these geographic materials, the methods of assimilation of teaching are mastered. In this regard, we also included in the content of education the content of the concept of “educational activity”. The process of forming this concept in schoolchildren will continue simultaneously with the mastering of geographic knowledge. The most important aspect of this work is the purposeful impact of students on the motivational sphere when mastering the structural elements of their educational activities, that is, the educational efforts to set a goal, carry out planning, self-management and self-assessment.The technological aspect of the formation of educational activities of schoolchildren includes a complex of didactic methods, logical and evristics, as well as technological maps of lessons. Logical-euroscopic prescriptions determine the sequence of the formation of educational activities of schoolchildren.

The use of various techniques to ensure the assimilation of common techniques as well as the study of time and place structure which is optimal for the introduction and assimilation of techniques. The technological maps that reveal the logic of the teaching process and which make up the teaching activities of the teacher will help to solve the problems of educational development.

Since school education is concerned with the formation of a system of concepts, an important aspect of the development of education is the construction of a consortium that will ensure the formation of educational activities. The structure of scientific and theoretical conceptions is fundamentally different from the linear method used in the traditional teaching process, since the teaching is from the consideration of certain facts and phenomena to the generalization of them in the final stage of post-training. The process of forming geographic concepts, DB.According to Yelkotsha-V Technology:

V. Davydova said that the general concept was built, for example, as a spiral movement from the center, where the “natural Komplex” is located. what components are the natural elements of the periphery, “lithosphere”, “atmosphere”, “hydrosphere”, “biosphere”, in which the structure of single concepts is opened. Here they are enriched and concretized by certain concepts.

Course content we consider a complex dynamic and hierarchically subordinate system of fundamental, fundamental, concretizing concepts, built on the principle of ascent from the concept of” natural Komplex “mavhum to the concrete”geographic shell".

The formed components of educational activity were determined on the basis of observation of the development of each component of Education, which allowed to distinguish three levels: low, medium, high. Observation has shown that the process of formation of educational activity is uneven: the levels formed in all components are different for different students, but there is a gradual development trend of this process the indicator of the effectiveness of experimental technology is the development of creative thinking. A.Z.The results obtained by testing on the Rakhimov method

confirmed the effectiveness of experimental training. Students ' achievement levels B. Determined on Bloom system. The processing of the results of the performance of Test assignments made it possible to determine the dependence of the number of students who correctly performed the educational tasks on the level of intelligence achieved by the student. The determination of the coefficient of correlation between the teacher's assessment and the student's self-assessment made it possible to confirm the conclusion on the formation of educational activities of schoolchildren with the help of quantitative indicators.

The experimental tests, which confirmed the effectiveness of our approaches to the formation of educational activities of schoolchildren, made it possible to introduce into the practice of teaching a didactic model of the geographical educational process developed by US. The main theoretical aspect of this model is the educational content, which is based on a system of scientific and theoretical concepts. Such content is necessary not only to obtain the sum of knowledge, but first of all to formulate the abilities of students for educational activities, to allow them to carry out self-education and self-improvement.

The formation of a new educational system, which is now taking place, is accompanied by significant changes in pedagogical theory and practice, especially in teaching. The principle of variability, announced today in the field of Education, provides theoretical teachers and practitioners with a wide range of models for the selection and design of the pedagogical process. The development of education, consisting in the development of a variety of content options, is actively carried out with the achievements of Psychological Science, the use of modern didactic capabilities in the theoretical justification

of new technologies will enable researchers and practitioners to carry out their work in the study of existing and predictable pedagogical systems.

In the study of the problem of improving the existing educational system and rationalization of the educational process, we focused on the development of ideas for the development of personality. The restructuring of school education on this basis is associated with the transition to developing education, the central task of which is the formation of educational activities.

The fundamental difference between developmental education and traditional education depends on the nature of the organization of educational activities of schoolchildren, which allows them to use the hidden reserves of the development of their mental abilities in the educational process. The existing practice practically does not provide for the purposeful, systematic work of the teacher in this direction, and if he (educational activity) develops in the educational process, then, as a rule, it arises spontaneously.

In solving the problems of the development of educational and educational activities, there is an important reserve of the mental development of schoolchildren, which is an indication that in the mastering of the subject knowledge (geography, biology, etc.), the student must simultaneously organize his education. Activities for mastering this knowledge. In order to solve the conflict that arises between the theoretical demand for the inclusion of the student in his / her activities corresponding to the formation (educational) activities and the nature of his / her activities in the educational process, we developed the content and technological side of the content finding. Educational activities of schoolchildren in the process of teaching geography in secondary schools. The solution to this problem began with the identification of the content of textbooks and the determination of

the content of geography activities that would provide educational development in the educational process.

It is known that in educational activity , several interrelated components are distinguished: motivational, indicative, operational, evaluative, including goal setting, educational actions, control actions and assessment actions.

The analysis of literature sources allowed us to develop an idea of the structure of educational activities of schoolchildren in the process of studying geography, which is different from the fact that we consider educational actions as a two-level process, including: a) the teaching itself, associated with the solution of educational problems (in our case it is geographically), b) the mastering of educational Our research has shown that for the formation of educational activities of schoolchildren, it is necessary to build the educational process in accordance with the existing components in it: the direction-motivation associated with the implementation of the goal and planning actions; the operational and executive, which consists in mastering the teaching itself and the actions in the teaching; the reflexive-evaluator, including We think that from the very beginning of the training, with a two-level approach to the construction of educational activities, in the end, a person with the ability to organize educational activities himself is formed.

The revision of the principles of the construction of the content and structure of school geography education will contribute to the successful formation of educational activities in the period in which the process of restructuring the historically formed school education system on a person-oriented basis is carried out. On the problem of the content and structure of education, the materials we have analyzed show that there are shortcomings in determining the content of General Educational Sciences, the essence of which is the lack of acquired knowledge and concepts, internal logical relations

between a systematic organization subject content, which is based on the principles that allow students to establish a relationship between

The peculiarity of the composition and content of geographic education in our approach to teaching is that its knowledge is systematically organized on the basis of principles that contribute to the formation of educational activities in schoolchildren. In the sixth grade course of geography, the experimental test of the theoretical study of this issue and the practice of Educational Development made it possible to determine that the Basic Rules for the formation of the content of Geographic Education were the following principles:

- fundamentals, the essence of which is to determine the content of theoretical knowledge and the basic concept that systematically reveals the subject of learning;

- meaningful generalization, which allows to determine not only external, predicate-specific features, but also internal relations (for example, historical, genetic;

- placement of the educational material from the abstract to the concrete (in our case, “natural Komplex”) into a certain concept (for example, “geographic konvert", "continent", "natural zone", etc.);

- introduction of small structural subdivisions into large parts, which provide a deductive way of forming knowledge, in which each subsequent concept is an integral part of what has been learned..

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