

PROBLEMS OF GEOGRAPHY EDUCATION IN UZBEKISTAN

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Annotation: This article presents the current state of teaching geography in the system of continuing education in the Republic of Uzbekistan and the existing problems in the teaching of geography, with recommendations for their solution.

Key words: continuing education, general secondary education, academic lyceum, vocational college, higher education, cartographic resources, modern pedagogical technologies.

ПРОБЛЕМЫ ГЕОГРАФИЧЕСКОГО ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ

Аннотация: В статье представлено современное состояние преподавания географии в системе непрерывного образования в Республике Узбекистан и существующие проблемы преподавания географии с рекомендациями по их решению.

Ключевые слова: непрерывное образование, общее среднее образование, академический лицей, профессиональный колледж, высшее образование, картографические ресурсы, современные педагогические технологии.

O'ZBEKISTONDA GEOGRAFIYA TA'LIMI MUAMMOLARI

Annotatsiya: Ushbu maqolada O'zbekiston Respublikasida joriy etilgan uzluksiz ta'lim tizimida geografiya fanining o'qitilish holati va geografiya ta'limida mavjud muammolar, ularning yechimiga qaratilgan tavsiya berilgan.

Kalit so'zlar: uzluksiz ta'lim, umumiy o'rta ta'lim, akademik litsey, kasb hunar kolleji, oliy ta'lim, kartografik manbalar, zamonaviy pedagogik texnologiyalar.

Emergencies such as climate change, natural disasters, desertification, the spread of infectious diseases, political conflicts, military conflicts, industrial and road accidents are occurring frequently in different parts of the world, making them regional. and in many respects requires the study of modern geographical knowledge. Therefore, there is an objective need for the teaching of geography.

As Professor A.Soliev noted, "Geography is nothing to the ignorant, everything to the knowledgeable", geography teaches the causes and factors of all natural, economic, social, political events and happenings in all beings. That is why it is so important to teach this science. However, the process of teaching geography and its content is currently unsatisfactory. Therefore, there are a number of problems and issues in geography education that need to be addressed. It is expedient to first analyze these issues from the lower level of continuing education, that is, to analyze the problems of geography education in the general secondary education system.

The study of geography in general secondary schools should begin at the bottom, that is, in the primary grades. Because geography is taught in elementary school. In the 1st and 2nd grades of primary school "The world around us" and in the 3rd and 4th grades "Natural science" students are taught about different areas of nature of our country, the events that take place in it, the natural resources of our country

and their effective use. They teach people to protect nature by building a conscious attitude towards nature. But cartoons are hardly formed in elementary school students. However, elementary school students are more curious, which means they are more interested in pictures. At this time, if we teach them simple, uncomplicated maps of the nature of our homeland, they will learn not only by reading but also by seeing the nature of our homeland, because students will be able to see and remember it. We all know that ability is high. If this is done, we will be able to provide more geographical knowledge to students in a short period of time, which will increase the number of students interested in geography. Here is an example: in elementary school, multiplication tables are memorized and used in almost all subjects in the upper grades, so that the table is stored in the memory of students for a lifetime.

In order to ensure the continuity and continuity between the types of education introduced in the country, the logical sequence of topics in the subjects taught in general secondary schools, moving from simple to complex, from general to specific. the principles of going must be followed. Therefore, the above principles apply to the teaching of geography from 5th to 10th grade in general secondary schools.

As President Sh. Mirziyoyev said, "It is our important task and sacred duty to raise the level of radical reforms in the field of education and upbringing to a higher level." depends on how he is educated and brought up. In order to change the education system, it is necessary to teach students using new pedagogical technologies and information technologies. However, in general secondary schools, the opportunities to use the achievements of science, technology, technology in the organization of lessons, especially geography, on the basis of pedagogical and information technologies are very low. This is due to the lack of conditions and opportunities in many general secondary schools to develop the knowledge, skills and competencies required by the state education standard. For example, access to geographic knowledge tools is limited, resulting in geographical skills, such as defining horizons, locating, planning, finding azimuth, coordinates, and time zones. For example, when we watch a foreign movie, people who are chasing a criminal say that his movement is going to the north, south-east, and he is moving in the direction indicated by his partners. Most of our students do not have these skills. There are also low levels of skills and competencies in observing natural phenomena and analyzing the results of observations, due to the fact that extracurricular activities, study tours and extracurricular activities are almost non-existent. There is a lack of modern geography in schools.

In the system of secondary special, vocational education, geographical knowledge is taught only in the course "Applied Geography". The subject is taught in academic lyceums and vocational colleges for only one semester and is limited to 40 hours, which is too little to master. Existing class hours are also traditionally conducted by teachers, and in order to deliver a large amount of information in a single lesson, only the teacher has to speak in class, resulting in boredom and 'cannot assimilate data. And for some as a baby gets older, he or she will outgrow this. In order to provide students with a large amount of information, it is advisable to organize lessons in a non-traditional way, using modern pedagogical technologies.

In the system of secondary special, vocational education, after the course "Applied Geography", of course, it is necessary to introduce the course "Nature Protection", which is a full-fledged specialty in geography. it is expedient for teachers to teach. The reason is that the object of this science is the lithosphere, hydrosphere, atmosphere and biosphere, whose task is to develop measures to prevent and protect the causes of degradation of the geosystem in the geographical crust, the negative consequences. This knowledge is taught in higher education only in the field of geography.

It is also important to teach the following subjects, depending on the type and direction of vocational colleges.

"Geography of tourism and recreation" in the field of "Service";

"Methods of teaching geography" in the field of "Pedagogy";

"Agricultural Geography" and "Soil Geography" and so on.

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One of the main problems in the teaching of geography in bachelor's and master's degrees in the higher education system is the lack and lack of textbooks in accordance with the curriculum and science program. Most of the available literature is also literature published in the late twentieth century. This requires the creation of a new generation of modern textbooks.

Another important problem in the training of qualified geographers in higher education institutions is the lack of special maps and atlases for higher education students. This requires the creation of special maps and atlases in accordance with the curriculum and science curriculum of higher education institutions.

It should be noted that the number of hours devoted to geography in higher education institutions is not large, but their number is decreasing from year to year. In his speech at the session of the Oliy Majlis on February 23, 1995, the first President of the Republic I.A Karimov paid great attention to the role and importance of science in the education system. In particular, he said, "It is important to study the history and culture, geography and economy of our country, our national traditions." The teaching of this science and knowledge should be seen as an important political task in the education system, from kindergartens to universities. " A similar approach to the science of geography can be seen in I.A Karimov's 1997 book, *Uzbekistan on the Threshold of the 21st Century: Threats to Security, Conditions for Stability, and Guarantees of Development*. The book emphasizes the natural conditions and natural resources of our country, its geographical location, as well as its geopolitical and geostrategic location. Therefore, in all higher education institutions that train teachers, geography should be given the same attention as history. The role of geography in educating students in the spirit of patriotism, devotion to the motherland, the elements of environmental and economic education, the importance of our national economy and the development of the scientific worldview is invaluable. However, future educators will need to inculcate and develop these qualities in their students in the future in their teaching. Therefore, it is necessary to teach the subject "Geography of Uzbekistan" in all areas of education of higher education institutions that train teachers. Through the teaching of this subject, students learn about the specific natural and geographical features of the nature of our country, natural conditions and resources, their potential and geographical location, measures taken for their rational use and protection, natural complexes, plains and mountains. features of landscapes, interdependence and interdependence of events and phenomena in nature, the unique geographical location of the Republic of Uzbekistan, the place of our country in the world, population and labor resources, industry in our national economy, have knowledge of the structure and territorial location of agricultural and service sectors, foreign economic relations, geographical and ecological differences between regions.

In secondary schools, we sometimes see non-specialist teachers teaching geography due to a lack of qualified teachers. This negatively affects the quality of teaching geography. As a result, students view geography as a simple subject, not as a science. This has a negative impact on the development of geography and education. Therefore, it is necessary to increase the number of quotas for geography specialties in the admission quota of higher education institutions that train teachers, although today the number of quotas is one of the lowest in the field of geography. Because it is a subject taught in secondary schools from 5th to 10th grade. Due to the fact that in recent years in higher education institutions the field of study "Methods of teaching geography" has been transformed into the field of study "Fundamentals of Geography and Economics", economic sciences are included in the curriculum and taught in schools. The subject "Fundamentals of Economic Knowledge" and "Fundamentals of Entrepreneurship" are taught by teachers who have completed this field of study. Given that these subjects are taught in 8th, 9th and 11th grades, the demand for teachers of geography and economics will increase. However, in recent years, the number of quotas for admission to geography in higher education has remained virtually unchanged. In order to teach geography in a quality and interesting way, we need to increase the number of admission quotas for this field in order to increase the number of dedicated teachers who know their field well, respect their profession.

Modern education today must teach students to perceive existence as a whole system, to help them understand the connection between events and happenings, the meaning of life, and to find their place in life. Therefore, the question of what or where modern geography is not, and why, should be answered here. Therefore, the organization of lessons at all levels of the education system of the republic with the use of

modern pedagogical technologies and cartographic sources is a requirement of the times. However, the use of modern pedagogical technologies and cartographic resources in the teaching process is currently unsatisfactory. It can be said that modern pedagogical technologies are used effectively only in open lessons, while other lessons are taught in a traditional way. This is due to the lack of scientific textbooks based on modern pedagogical technologies. Also, the level of use of modern pedagogical technologies, professors and teachers of higher education institutions that train teachers should use pedagogical technologies in every lesson, so that modern pedagogical technologies have the knowledge, skills and competencies to apply in the classroom. mature pedagogical staff enters the field of education.

Cartographic technology is used as a supplement to the lesson at all stages of geography education. Geographic maps can be used in all forms of teaching, such as teaching, practical work, independent work, knowledge assessment, and so on. However, in order to make effective use of cartographic resources in the course of the lesson, it is advisable to use maps appropriate to the subject of the lesson. We currently use a number of maps in geography education, although there are more than 100 types of maps that can be used in geography lessons. Using such maps in each lesson would make the lesson more interesting and effective.

From the above, we can conclude that the following problems in geography education need to be addressed.

- Creation of maps for use in the lessons "The world around us" and "Science" in primary school, taking into account the age characteristics of students;
- increase the ability to use the achievements of science, technology and technology in the organization of lessons in general secondary schools on the basis of pedagogical and information technologies;
- strengthening the material and technical base of educational institutions, ie the use of equipment used in the acquisition of geographical knowledge;
- creation of modern geographical areas for extracurricular activities and extracurricular activities;
- Introduction of the course "Nature Protection" in the system of secondary special, vocational education;
- to organize the teaching of specialized disciplines, depending on the types and directions of professional colleges;
- Creation of a new generation of textbooks in higher education in accordance with the bachelor's and master's curricula and science programs;
- creation of special maps and atlases for students and masters;
- Introduction of teaching the subject "Geography of Uzbekistan" in all areas of education of higher education institutions that train teachers;
- Achieving an increase in the number of quotas for admission to higher education institutions for geography education;
- Achieving the organization of geography lessons at all levels of the education system with the full use of modern pedagogical technologies;
- Increase the types of maps available in geography lessons and make effective use of maps related to each subject.

In today's fast-paced world of information flow, putting the above suggestions into practice can help students master their theoretical knowledge, build and develop their practical skills and abilities. This will allow us to nurture talented young people and provide them with qualified specialists for the development of our country.

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