



FORMS OF ORGANIZATION OF PRACTICAL TRAININGS IN GEOGRAPHY CLASSES AND THEIR PURPOSE, TASKS AND IMPORTANCE

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Article history:	Abstract:
Received: September 10 th 2021 Accepted: October 8 th 2021 Published: November 22 th 2021	The article is based on the goals and objectives of practical training in geography, forms of practical training in natural geography and methods of its organization (lithosphere), features of the organization of practical training on natural geographical processes in the hydrosphere and atmosphere. directions for their implementation are described and the importance of practical training is indicated
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The role of natural geography courses in the training of qualified geographers in higher education institutions is enormous. Because by teaching this course, students will learn deeply about the natural conditions and natural resources of our planet, as well as understand the laws of the interdependence and interdependence of natural elements. As a result, geography teachers will be trained who will know the nature of the planet in depth and in all respects, use its natural resources wisely and pass them on to the younger generation. However, in the curriculum approved by the Ministry of Higher and Secondary Special Education of Uzbekistan, the lack of theoretical hours in natural geography courses limits students' ability to teach in-depth the peculiarities of the nature of the earth. most of the total clock is set aside. Therefore, in addition to consolidating their theoretical knowledge, students will develop independent thinking skills if the practical classes are organized properly.

The main task of practical classes in natural geography courses is to expand and strengthen the knowledge, skills and abilities formed on the basis of natural geography subjects and to teach their practical application. This knowledge, skills, and competencies enable the acquisition, consolidation, and practical application of more complex theoretical knowledge. The importance of such workshops will increase with the addition and solution of tasks to improve the quality of teaching, as well as with the increasing attention of students to practical activities. The main form of student activity in practical classes is practical work. During this practical work, students develop geographical skills and skills to apply them in practice.

Theoretical and practical activities of students are closely linked in these practical classes. Therefore,

most of the geographical skills are formed in the process of acquiring new knowledge. Some practical work is done during the lesson, such as determining geographic coordinates and working with scale types. Some practical work can be done after learning a new topic. This will strengthen the knowledge and skills gained.

During the hands-on activities, students will develop the following skills and competencies that are important to them if they carefully complete assignments and questions using textbooks, manuals, various literature, maps, and atlases:

- by working with thematic maps and atlases in practical classes and comparing them, students develop the ability to know the current state of certain natural geographical objects, the processes that take place and can take place in them;

- comparing the natural elements of nature with each other, not in isolation, but in an organic relationship, if one of its elements is wrongly affected, which in turn can lead to changes in the state of other elements of nature students develop the ability to independently draw conclusions about;

- develops the ability to analyze digital data, create profiles, draw graphs and diagrams using tables provided in various sources and textbooks.

Theoretical and practical classes in natural geography are a whole discipline. However, the task of practical training is not to repeat the knowledge gained from the theory, but to apply the knowledge gained from the theory, to independently analyze (analyze and synthesize) the questions and assignments, to develop the skills and knowledge that a geography teacher needs to know in the future. will have nicknames. In the course of practical work in



natural geography courses, it is advisable for students to use the sources of geographical information listed in the table below, not limited to textbooks and manuals (Table 1).

Student assignments and questions should be designed to reinforce the information gained from the lecture. Therefore, in order for students to master the assignments and questions, they need to pay special attention to the following.

1. Why is this or that event in the process of completing each task and mastering geographical concepts in order to memorize and consolidate the knowledge gained from the theory? when? where is they need to find answers to questions like.

2. Some assignments and questions should focus on developing skills in working with textbooks, thematic maps, atlases, pictures, profiles, tables, and diagrams.

3. Some assignments are designed to independently reveal the causes and effects of the interrelationships of natural geographical phenomena, and why should students prove them? how why is that? should be focused on finding answers to questions such as

4. Some assignments and questions should focus on explaining the causes and interrelationships of natural geographic processes.

All assignments and questions should focus on the development of students' thinking, memory, independent conclusions, the interdependence of the components of nature, the consolidation of theoretical knowledge. The skills and knowledge acquired by students will be used in future work.

Natural geography explains why the nature of a place is so diverse. For example, in the desert areas there is less precipitation, and in the mountainous areas there is more, in the hot summers the snow does not melt, in the equator the climate is the same in winter and summer. in the Tadil region, the four seasons clearly alternate.

Practical training in natural geography courses is very important for us to fully understand all this. Because it is difficult to understand the content of a lecture without applying it in practice. Therefore, the organization of practical classes helps to strengthen the knowledge, skills and abilities of students.

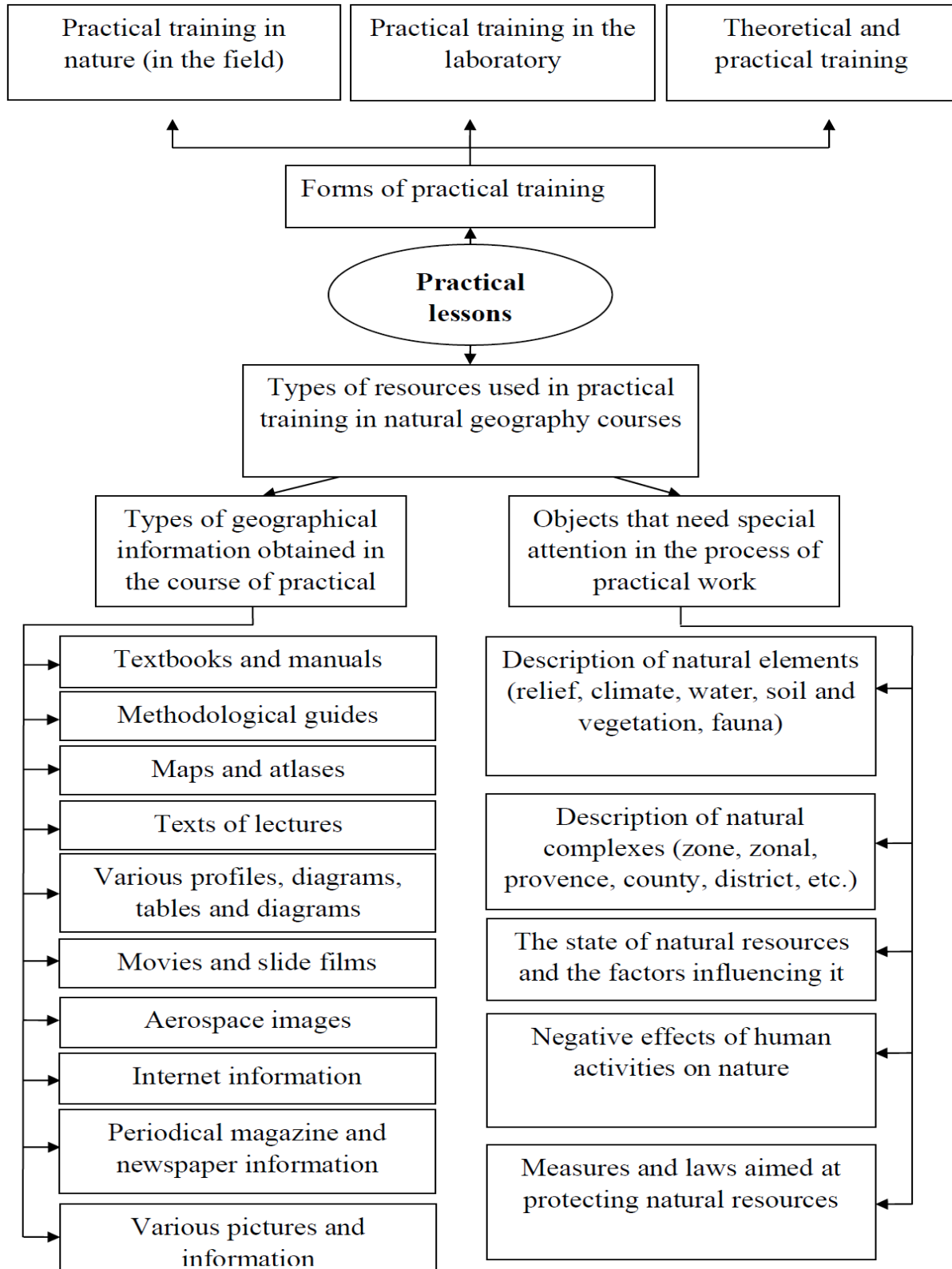
Practical training is very important for students to master geographical knowledge. The main purpose of the practical training is to develop students' geographical skills, such as working with maps and globes of different content, observing nature. Practical exercises should not be understood only as observations and measurements made directly in nature, that is, in the field. Because based on these observations, measurements, and other information, all the activities that take place in the room (in the classroom) are called practical exercises. To be more precise, it would be appropriate to call it a theoretical-practical training. So far no one was able to send in the perfect solution, which is not strange. But in fact, practical training should be divided into three types (Table 1).

1. Practical training in nature (in the field).
2. Practical training in the laboratory.
3. Theoretical and practical training.

Now that we are familiar with the nature of practical training in the laboratory and in the laboratory, let's look at why we have separate theoretical and practical training. That is, the main difference between theoretical and practical training in nature and in practice in the laboratory is that such training does not require an object. In the field, a hill or small area, river, lake, sea, natural environment is the object, while in the laboratory, water, soil, chemicals, various rocks are objects and phenomena. They are not required in the theoretical and practical training, but this training is a direct part of the first and second practical training, and sometimes separately from their data (ie, a continuation of the first and second practical training). Theoretical and practical trainings are conducted using These activities use learning tools such as a ruler, a protractor, a compass, a crayon, an eraser, and a rope. In such practical exercises, the scale and coordinates of the map, air pressure and temperature, relative and absolute humidity, diagrams of geographical data of any numerical value, river water consumption, depth of seas and oceans are determined using various methods, equations and formulas.



Table 1





The work on the unwritten map must be creative, and students must be able to do it consciously and independently. The same type of work is tedious for students, so there is a lot of work to be done on an unwritten map. Several different types of practical tasks can be performed on an unwritten map.

Another theoretical and practical activity is working with a globe, which allows students to learn a number of ambiguities.

The shape and location of large geographical objects (continents, oceans, countries) cannot be accurately imagined without a globe. Their image on the map differs from the actual image on the globe, and some are shown on hemispheres and world maps. For example, the Pacific Ocean, the Arctic Ocean, and Antarctica are represented by hemispheres and two parts of the world map. The globe also teaches that the nature of the earth depends on whether it is steep or sloping from the sun.

The northern and southern directions of the meridians on the map, as well as the eastern and western directions of the parallels, are practiced on the globe, and then the correct understanding is formed from the maps. You also need to practice on the globe to develop the skills of finding and determining latitude and longitude. Maps and globes can be used in all practice groups.

Most of the practical training in nature (in the field) is done through observation. Observation is the process of perceiving events and processes in a natural way. Students become directly acquainted with geographical phenomena and places through observation. The teacher is able to correctly interpret geographical concepts based on the results of observations and students' life experiences. The reader explains how to use the tools needed for observation. It is important that the results of the observations are developed by the students themselves. If students learn the practical significance of their observations, their interest in observation will increase.

During the observation, students see and observe geographical features, events and happenings directly. Based on the knowledge gained during the observation, the teacher teaches the students to understand the essence of each geographical object, event and phenomenon. Students' observation-based knowledge is characterized by thoroughness and depth.

Developing geographic observation skills is a complex task that must meet the following requirements:

1. Students should be told about the purpose, tasks, content and object of observation and how it is

conducted. In this case, the development of a monitoring program is of great importance.

2. Students should be taught to work with appropriate tools (compass, balometer, flyer, level, etc.)

3. It is necessary to learn to accurately record the results of observations (in a notebook, observation journal)

4. Develop the skills to summarize and process observations. For example, calculation of average daily, monthly and annual temperatures, determination of river water consumption; drawing diagrams about them;

5. To teach students to identify the relationships between geographical events and phenomena. For example, the relationship between climatic conditions and agriculture.

6. Students need to be interested in observation. This requires regular monitoring of monitoring. They should not be told in advance of the follow-up.

The content of the observation should be varied and gradually more complex. The results of observations should be used regularly during the course.

Now, let's talk about practical training in the laboratory. Practical assignments in the laboratory are based on experience. The experiment is conducted to study the phenomenon under artificial conditions created by the researcher.

Students will be able to study events and phenomena in nature that they cannot directly observe in a laboratory setting. Some events happen very quickly (earthquakes, volcanoes, etc.) and some last for a very long time (rock formation, mountain rises, river valleys, etc.). such processes cannot be directly tracked.

The organization of practical classes in the laboratory plays an important role in the study of a number of topics in natural geography. Experiments can be used to show students that complex natural geographic processes take place in the laboratory. Experience allows for a more detailed and in-depth analysis of an event than an observation, to understand its essence, to determine the causes and aspects of other events. The experience helps to develop students' creative abilities, to approach them from a research point of view to acquire knowledge.

The following practical exercises can be conducted in the laboratory in the course of natural geography:

1. Laboratory practical work on the topic of the lithosphere (sedimentation, folds)



2. Laboratory exercises on the topic of the hydrosphere

3. Laboratory exercises on the topic of the atmosphere.

Laboratory exercises on the topic of the lithosphere. Experiments have shown that sedimentary rocks and folds are formed during the passage of this topic. The formation of sedimentary rocks can be shown experimentally as follows. To do this, pour half a liter of water in a 1 liter glass jar. It is filled with sand and clay and then shaken into a jar. During the shaking process, sand and clay mix with water to form turbidity. The jar is then placed on a table and set aside. Students should be monitored during the interview process. During the settling process, heavier rocks, such as sand, begin to fall to the bottom of the jar, forming a layer of sand, then a lighter layer of clay, and a layer of clay (turbidity) forms on top of the sand.

You can use 20-30 sheets of paper or student notebooks to show the formation of ridges or folds. To do this, a layer of paper is placed horizontally on the table. It is then compressed on both sides to form a ridge and a valley (ridge) between the ridges. The vertical layer, on the other hand, represents the formation of folds. The formation of grabens and gorsts can also be demonstrated to students using plasticine.

The following experiments can be performed in the teaching of the hydrosphere:

- expands and shrinks when water is heated and cooled;

- different flow of water through the rocks;

- washing of rocks and formation of cliffs depending on the structural unit of water;

- the appearance of a waterfall.

The following experiment shows that water expands when it is heated and shrinks when it is cooled (O. Muminov, 1986):

- water is poured into the flask and a few drops of ink are added to the water to color it;

- The level of water in the flask (narrow mouth of the flask) is marked with a string and tightly closed in the middle of the mouth of the flask with a glass tube-like lid;

- heat the water in the flask using an alcohol lamp. The water then rises above the level indicated by the rope and enters the glass tube.

The following experiments show that different rocks have different water permeability:

- two glass funnels are mounted on a tripod and their bottom hole is covered with cotton;

- the first flask is filled with half a glass of clay (soil), the second with half a glass of sand;

- Half a glass of water is poured on the clay and sand in the funnels;

- experiments show that water passes through sand quickly and through clay very slowly.

- The purity of groundwater can also be determined by determining the time of discharge and its passage through sand or soil.

It is also possible to study the water solubility of various rocks. to do this, water is poured into the cylinder and a portion of the rock being studied is added to it, and its complete melting time is observed. Melted rocks include a variety of salts, soils, and sandstones.

Based on these experiments, students will learn about the different water permeability of different rocks and the movement of groundwater.

Atmospheric Laboratory Workshops. Experience in the study of this topic is important for students to acquire relevant knowledge and develop skills.

The following experiments can be performed to study the atmosphere:

- different heating of land and water;

- the appearance of clouds and rain;

- the appearance of frost and snow, etc.

Experiences of different land and water temperatures are important in helping students develop an understanding of land and monsoon climate. This experience can be illustrated by the topic of "Weather and Climate". The experiment is carried out in the following order:

- two identical box-shaped containers are obtained. The dimensions of these containers should be as follows; length 15 cm, width 7.5 cm, height 5 cm, two identical thermometers, lamp (for heating):

- one container is filled with water and the other with soil, the temperature of both is measured at the same time;

- heat the water and soil in both containers with a lamp and after 6-7 minutes the temperature is measured again;

The data obtained from the thermometer is recorded in a notebook.

The magnitude of the difference in water and soil temperature convinces students that the soil heats up faster than the Earth's surface. This justifies the variability of climate on land and in the ocean.

A 25-30 cm glass cylinder is used to demonstrate the formation of clouds and rain. It is heated slightly so that the wall of the container does not sweat. Water is poured into the vessel and heated in an alcohol lamp. When ice is placed on top of the lid



of the container, a cloud (steam) forms under the ice, and then rain (water droplets) begin to separate from it. This means that students can observe the formation of clouds and precipitation in the laboratory and fully observe this process.

In conclusion, based on the goals and objectives of the practical training, the importance of practical training was increased by distinguishing the forms of organization of practical training in natural geography courses, and the directions for their implementation were identified. Based on the features of the organization of practical training on the natural geographical processes occurring in the lithosphere, hydrosphere and atmosphere.

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