



Scientific basics for the formation of geographical culture in secondary schools in Uzbekistan

Abdurakhmonov Botirjon Mirzamahmudovich¹

¹: Department of Geography, Namangan state University, Uychi street 160136, Uzbekistan
Telephone: 998-231-7612; Email: Botu76@mail.ru

Abstract: President of the Republic of Uzbekistan Shavkat Mirziyoyev in his Address to the Oliy Majlis stressed: "The greatest wealth is mind and knowledge, the greatest inheritance is good upbringing, the greatest poverty is ignorance! Therefore, for all of us, obtaining modern knowledge, true education and a high culture should become a constant vital need ". Indeed, Uzbekistan is laying the foundation for a new renaissance - the Third Renaissance. This foundation is laid in the school, since the threshold of the new Uzbekistan begins with the school. To this end, Presidential Decree No. PF-5712 "On the Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" and Decree No. PF-6108 "On Measures for the Development of Education and Science in the New Period of Development of Uzbekistan" have been adopted.

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1. Introduction

The relationship between nature and humanity in the world, the increasing anthropogenic impact on the environment has led to the threat of an environmental crisis at the local, regional and global levels: global warming, ozone depletion, acid rain, water pollution, soil erosion, the disappearance and reduction of quantity of species of plants and animals, etc.

Throughout the world, the subject of geography develops on the basis of traditional (local or regional), environmental (human-environmental relations) and behavioural approaches (human behavior in the environment). Geographers focused on studying the spatial structure of natural and social processes observed in the environment in the interests of mankind. This trend was reflected in geographical education and became a factor in the formation of a geographical culture of man and society. Geographical culture - is one of three components of the concept of sustainable development, that is economic development, social development and ability to synthesize ecological responsibility as one of qualities of the educated, enterprising and creative person allowing to consider spirituality and morality of the personality at the level of relationship of the nature and society. The formation of the geographical culture of mankind - a way of harmonizing interaction aimed at preserving planet Earth, the rational socio-

economic activities of society and understanding the nature-society system.

During the years of independence, especially in recent years, serious attention has been paid to improving the environmental situation in our country. In particular, Presidential Decree No. PF-5863 "On the approval of the Concept of Environmental Protection of the Republic of Uzbekistan for the period up to 2030" was adopted. Decision No. PP-4477 "On Approval of the Strategy for the Transition of the Republic of Uzbekistan to a Green Economy for the Period of 2019-2030," Cabinet of Ministers Decision No. 841 on measures to implement national goals and targets for sustainable development until 2030, the implementation of which is directly related to the geographical culture of the individual.

However, like most subjects of general secondary education, the methodology of geographical education is complex, it lacks a close and consistent connection of theoretical knowledge of the subject with practice, there is no continuity in the curricula, there is a problem with the content and quality of textbooks, lack of educational means, which in turn cannot ensure the formation of an adequate level of geographical culture. The solution of the problem is, first of all, the rapid development of geography and updating the content of the geographical education methodology, the introduction of the most effective educational tools and

technological mechanism into the pedagogical process [1. P.37]

2. Material and Methods

Analysis of literature and studies on geography and geographical education showed, that the geographical and geo-ecological aspects of sustainable development in Uzbekistan, and issues such as the acquisition of geographical knowledge, the use of learning tools, conscious and responsible attitude to the environment was considered in the works of A.A. Rafikov, K.N. Abirkulov, A.A. Abdulkosimov, L.A. Alibekov, A.N. Nigmatov, B.A. Kamolov, F.Kh. Hikmatov, P.N. Gulomov, P. Baratov, S.B. Abbasov, V.A. Rafikov, Sh. Avazov, Sh. M. Sharipov, S.I. Abdullaev, I.K. Abdullaev, A.A. Azizov, N.K. Komilova and other scientists.

In developed foreign countries, ecogeographic studies based on the concepts of sustainable culture and society were conducted by Robert Goodland, William Moseley, David Harvey, Peter Haggett, Richard Peet, Charles Rawding, Eric Perramond and other researchers. The theoretical and practical foundations of the formation of geographical (geoecological) culture were specially investigated by N.N. Demidova, V.P. Maksakovsky, O.S. Mikhailovsky, S.A. Kravchenko, I.I. Fazylyanovaya, L.M. Khakimov and others. Some theoretical aspects of geographical culture and its formation were partially studied in the studies of A.G. Abdullayev, Sh. Avazov, S.Kh. Matsaidova. This dissertation is characterized by a special study of the formation of a geographical culture of students based on means of teaching physical geography.

We've done research in this area. The aim of the study is to improve the methodology of using educational means in the formation of the geographical culture of students. Based on our objective, we have identified the following objectives:

- Carry out a historical and pedagogical analysis of the use of educational means in the methodology of geography education and the formation of geographical culture;
- development of a scientific and methodological model for the formation of a geographical culture of the student's personality;
- Identification of methods of using means of learning in the formation of the geographical culture of students;
- Development and testing of a methodological system and technologies for the formation of a geographical culture of students based on the use of a set of means of teaching physical geography;
- development of criteria of formation of geographical culture of pupils, definition of her indicators, levels and conditions;

- development of methodological recommendations for geography teachers based on the results of the study.

Geographical education - is the scientific and pedagogical process directed to acquisition of geographical knowledge, abilities, skills and competences, creative force and internal potential of students, acquisition of values and formation of skills of independent training. The introduction of geographical education into pedagogical practice is carried out through the methodology of geographical education, which is the study of the system and technologies of geographical education. A special role in this process is played by means of training the subject of geography [2. P.41].

Teaching aids in physical geography are one of the important and necessary conditions for the implementation of the content of education, upbringing and student development of school students. An important aspect of educational tools is that they are used together and never deny each other. The teacher's task is to be able to select and apply effective learning tools to activate the educational process [3. P.251].

3. Results

The methodology of using a complex of means of teaching physical geography in the formation of the geographical culture of students should be convenient, flexible and creative. Therefore the main attention was paid to the technique of increase in level of formation at pupils of physiographic knowledge, abilities, skills and competences constructed on the basis of the principle from simple to difficult and also the organizational and methodical structure of a complete methodical system of physiographic education directed to formation at pupils of geographical culture by means of use of appropriate means of training is improved and enriched.

Work was carried out to identify opportunities, problems, criteria, indicators and levels of formation of geographical culture of pupils. At this stage, it became necessary to develop levels and criteria for the formation of a geographical culture in the personality of the student. In particular, based on the analysis of scientific, educational and methodological literature and the study of the results of research in this area, recommended criteria were developed to determine the level of formation of geographical culture among students [4. P.17].

The essence of the concept of "Geographical culture" was first widely studied by the Russian scientist V.P. Maksakovsky. Describing modern school geography, the scientist draws attention to the fact that the tendency to develop world reforms in education is based on the concept of cultural studies,

reveals the essence of a cultural approach to education. He emphasizes that modern educational programs in geography are based on geographical culture. In his opinion, geographical culture includes the following components: (1) a geographical picture of the world; 2) geographical thinking; 3) geography methods; 4) geography language.

These components of the geographical culture of the student's personality form the content of education in physical geography: 1) physical and geographical knowledge; 2) physical and geographical skills and skills; 3) experience of physical and geographical creative activity; 4) experience of emotional-value attitudes to the environment according to the mixed structure of their variability (Fig. 3)

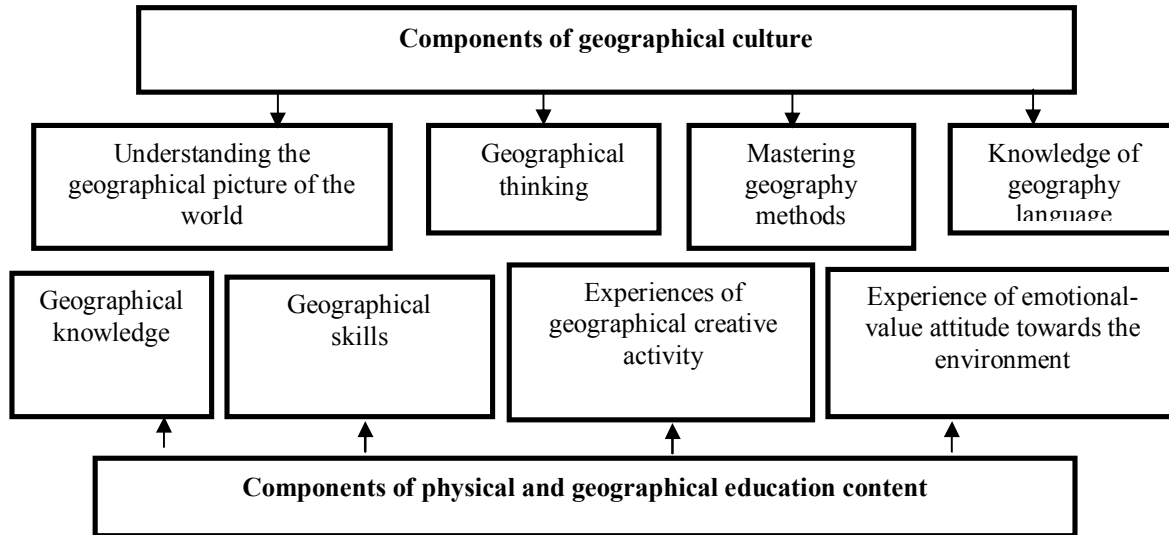


Fig.3. Relationship between the content of school physical and geographical education with the student's geographical culture

According to Figure 3, the concept of "geographical culture of the individual" is -holistic, variable, potentially structural quality, which includes geographical knowledge, skills, creative activity and experience of emotional-value relations of a person, which determines the nature of emotional-value relations to the geographical environment through the assimilation of geographical language and methods, geographical thinking, representation of the geographical picture of the world.

4. Discussions

The changes in topography, altitude, precipit The practical results of the study are as follows:

At the theoretical and empirical level, it has been proved that the improvement of the methodology for using a set of educational means in school courses of physical geography is a factor in the formation of a geographical culture of students, which has made it possible to enrich and improve the current didactic and methodological support for a course of physical geography; developed teaching aids, recommendations on the use of a set of means of teaching physical geography in the formation of the geographical culture of students ("Physical geography: interesting forms of lessons (teaching aid);

"Working with geographical images in Microsoft Paint" (guidelines); "Use of electronic cartographic manuals in geography training" (methodological recommendations); "Educational resources of the Internet in environmental science and geography training: mobile applications" (methodological recommendations and electronic development of classes); "Meteorology" (electronic textbook); "Physical geography: interesting forms of lessons" (electronic teaching manual); UzTerra 1.1 (interactive mapping simulator); Electronic Cartographic Catalogue, Eurasia, South America, North America (electronic teaching aids);

On the basis of a theoretical model for the formation of a geographical culture of students, a methodological system for using means of teaching physical geography has been improved and scientifically sound proposals and recommendations for its application have been developed.

5. Summary

The results obtained at the end of the experimental work confirm the validity of the final conclusion, reflecting the increase in the level of geographical culture of the personality of students in general secondary school and the effectiveness of

experimental work. This indicates the correct organization of experimental work, as well as the correct conduct of the study.

The results of the study on improving the methodology of using educational means in the formation of the geographical culture of students made it possible to draw the following conclusions:

1. The model of formation of the geographical culture of students has a structured description, is expressed through a system of criterion-indicative characteristics, which made it possible to diagnose the pace of development of the geographical culture of students.

2. In the process of teaching geography, in particular, when forming a geographical culture, it is necessary to be able to choose educational means based on their didactic function, significance, characteristics, and also use them comprehensively, based on the purpose and form of lessons.

3. The geographical culture of the student is the geographical knowledge, skills, creative activity and emotional values of the student associated with the natural and socio-economic environment, and his geographical thinking, mastery of geographical language and methods, imagination of the geographical picture of the world, reflects the quality

that determines the characteristics of value attitude to the environment.

Corresponding Author:

Abdurakhmonov Botirjon
Department of Geography, Namangan state University, Uychi street 160136, Uzbekistan
Telephone: 998-231-7612
E-mail: Botu76@mail.ru

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