New Pedagogical Technologies In Teaching Geography

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Abstract. The article deals with the current scientific problems of natural geography related to the development of new pedagogical technologies and their implementation in the educational process. The use of recommended interactive methods in independent study is considered very effective and is a very useful method for students, especially for students who work more on themselves. Today's demand is to make young people talented, intelligent, innovative, as well as mature and well-rounded individuals, as a result of the work carried out in the field of education today. This is how creating tables of different contents and filling them out shows the student's talent and desire for innovation. Also, the techniques and methods necessary for today's student are shown, the role of the teacher in conducting lessons meaningfully, the suitability of the method used by the teacher for the lesson, factors affecting the quality of education and natural issues of the use of methods based on the specific features of geography are highlighted.

Key words: teaching methods, educational process, educational technologies, education, problem, didactics, natural geography.

Introduction.

Modern education, teaching methods, as well as all didactics, are going through a difficult period. The goals of general secondary education have changed, new curricula are being developed, new approaches to reflecting the content not through separate isolated disciplines, but through integrated educational areas. New educational concepts and standards are being created, which describe not only the content, but also the requirements for learning outcomes, based areas of activity. It is known that the quality of knowledge is determined by what a student can do with it.

Difficulties also arise due to the fact that the number of subjects studied in school curricula is increasing, and the time for studying some classical school subjects, including geography, is decreasing. All these circumstances create a basis for new theoretical research in the field of geography study methods and require other approaches to organizing the educational process. In the methodology of geography, a sufficient number of problems have accumulated that require the formulation of special studies. Among them are such as the definition in the content of the subject of the relationship of facts and theoretical provisions, the problem of integrating a ramified system of geographical knowledge, the implementation of the regional geographic approach in the content of the subject, updating the methods, means and forms of organizing training.

The latter problem is closely related to the development and implementation of new pedagogical technologies in the educational process. Renewal of the education of the younger generation requires the use of non-traditional methods and forms of organizing education. It is impossible to rely only on the widely used methods teaching practice explanatory-illustrative and reproductive methods

The modern didactic principle of personality-oriented learning requires taking into account the psychophysiological characteristics of students, the use of a systematic, active approach, special work on organizing the interconnected activities of the teacher and students, which ensures the achievement of clearly planned learning outcomes. The focus of education workers is on the effectiveness of learning. This The problem is being actively developed using the latest achievements in psychology, computer science, and cognitive control theory.

However, the introduction of teaching technologies does not mean that they replace traditional subject methods. Technologies are used not instead of teaching methods, but along with them, since they are an integral part of the subject methodology. The purpose of this work is to study new types of technology, namely: what is technology, what types of technologies are there, what is the peculiarity of these technologies and their use in teaching geography. The structure of the presented work is determined by the list of problems under study, determined by the purpose and objectives of the study.

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It consists of an introduction, two chapters, a conclusion and a list of sources used.

Teaching technologies: concepts, features, types.

Teaching technologies are understood as methods of increasing the effectiveness of teaching, such design of the educational process that has a clearly defined result. The term "technology" is borrowed from foreign methods, where it is used to describe differently organized learning processes. There are two concepts:

1. learning technology, which means developing optimal teaching methods;
2. technology in teaching.

The latter definition refers to the use of technical teaching aids (computer programs, including new multimedia geography textbooks, etc.). However, in both cases it is assumed that the use of technology is aimed at improving the methods of influencing students when solving didactic problems. With the help of technology, teachers strive to turn learning into a kind of "production and technological process with guaranteed results" (Klarin M.V.).

Pedagogical technology is defined as an optimally organized interaction between a teacher and students. The specificity of the technology is that it designs and implements an educational process that guarantees the achievement of the set goals. At the same time, the teacher's activity and the students' activity carried out under his supervision are organized in such a way that all the actions included in it are presented in a certain sequence (through activity algorithms), and their implementation assumes the achievement of expected results that can be designed in advance. In other words, the technology seeks to determine in detail everything that contributes to the implementation of the set goals.

The technological chain of interconnected activities of the teacher and students is built in accordance with the objectives of the subject (a separate course, topic, lesson) and must guarantee all students the achievement and assimilation of the mandatory minimum content of general education in the subject. At the same time, a mandatory part of any teaching technology is diagnostic procedures, the use of various measures of learning results.

Technologies are difficult to introduce into the educational process, since pedagogical activity is a fusion of norm and creativity, science and art. The educational process is not a production process of manufacturing steel, bricks, ice cream according to a certain technology. In the technology of education there is much that is programmed and less creative activity of students. It adopts the installation on clear management of the educational process with precisely defined goals.

In general, as it seems to us, technology is poorer than methodology. After all, any type of activity put on stream depersonalizes the process and results of work, both of the teacher and students, contributes to the replication of methods and ways of obtaining knowledge. Activity algorithms are far from creativity. The flow method in the educational process can give a standard product at the output, devoid of originality, artistry, uniqueness, which is what distinguishes mass production from a work of art.

However, as a component of methodology, technology has every right to exist. After all, pedagogical technology is a set of methods, techniques, forms of organization of training and educational activities, based on the theory of training and providing planned results. The main goal of pedagogical technologies is such an organization of the interconnected activity of the teacher and students (i.e., teaching methods), which is aimed at ensuring the planned results.

The main features of teaching technology include:

- clearly setting educational goals and objectives for students, awareness of the importance of the material being studied for each of them personally, motivation for the students' educational activities;
- construction of a consistent, element-by-element procedure for achieving goals and objectives with the help of certain teaching aids, active methods and forms of organizing the educational activities of schoolchildren;
- training using models (using exercise books, practical training, textbooks);
- following the teacher's instructions (in the form of teaching methods, algorithms), organizing independent work of students aimed at solving problematic educational tasks;
- wide use of various forms of test assignments to check learning results.

Classification of new pedagogical technologies.

There are many types of pedagogical technologies, they are distinguished on different grounds. In didactics, three main groups of technologies are distinguished:

- technology of explanatory and illustrative teaching, the essence of which is to inform, educate students and organize their reproductive activities with the aim of developing both general educational (educational-organizational, educational-intellectual, educational-informational) and special (subject) skills;
- technology of personality-oriented learning aimed at identifying and "cultivating" the individual subjective experience of the child by aligning it with the results of socio-historical experience, i.e.

transferring learning to a subjective basis with an emphasis on self-development of the individual (Yakimanskaya I.S.);

• developmental learning technology, which is based on a teaching method aimed at activating the internal mechanisms of personal development of the student.

Each of these groups includes several learning technologies. Thus, the group of personality-oriented learning technologies includes the technology of multi-level (differentiated) learning, collective mutual learning, the technology of complete assimilation of knowledge, the technology of modular learning, etc. These technologies allow taking into account the individual characteristics of students, improving the methods of interaction between the teacher and students.

The introduction of personally-oriented technologies into the teacher's work practice assumes that the main result of training is the transformation of the individual picture of the world. Particular attention is paid to the self-development and self-education of students. The teacher's task is to identify the student's selectivity to the content, type and form of educational material, motivation for its study, preferences for types of activity. In the process of implementing personally-oriented learning technologies, it is advisable to comply with the following conditions:

• structuring educational material into semantic blocks and setting cognitive educational tasks for each of them (sometimes of a problematic nature), creating a cognitive need in schoolchildren;

• creation of special educational and cognitive motives, since the real meaning of learning is determined for schoolchildren not so much by goals as by motives, their attitude to the subject;

• setting cognitive learning tasks, the content of which is aimed at programming the orientation of students' activities towards educational discoveries, towards the recording and assimilation of a new way of activity;

• implementation of an educational task by creating a problem situation, creating conditions of intellectual difficulty.

In the theory and practice of school work today there are many options for the educational process. Each author and performer brings something of their own, individual to the pedagogical process, in connection with which they say that each specific technology is an author's. One can agree with this opinion. However, many technologies in their goals, content, methods and means used have quite a lot in common and according to these common features can be classified into several generalized groups. Depending on the nature of the environment (or conditions) of training, all known technological methods of training can be divided into three groups:

1. technological methods that can be used within the framework of the traditional classroom-lesson system (problem-based learning, developmental learning, games, and others);

2. technological methods that require organizational restructuring of the school's work (concentrated learning, collective learning, etc.);

3. technological methods that require changes in the content of education ("dialogue of cultures", probability education, and others).

G.K. Selevko, considering pedagogical technology both as a science that studies the most rational ways of teaching, and as a system of methods, principles and regulations applied in teaching, and as a real learning process, generalizing various classification approaches, gives the following classification of pedagogical technologies:

• by level of application: general pedagogical, specific methodological (subject) and local (modular) technologies;

• by philosophical basis: materialistic and idealistic, dialectical and metaphysical, scientific (scientistic), religious;

• by the leading factor of mental development: biogenic, sociogenic, psychogenic and idealistic technologies;

• according to the scientific concept of learning experience: associative-reflexive, behaviorist, gestalt technologies, interiorization, developmental, neurolinguistic technologies;

• by orientation towards personal structures: informational (development of knowledge, skills, abilities), operational (development of methods of mental actions), emotional-artistic and emotional-moral (development of the sphere of aesthetic and moral relations), self-development technologies (development of self-governing mechanisms of the personality), heuristic (development of creative abilities), applied (development of the effective-practical sphere) technologies;

• by the nature of the content and structure: educational and upbringing, secular and religious, general educational and professionally oriented, humanitarian and technocratic, various industry-specific, specific subject-specific, as well as mono-technologies, complex (poly-technologies) and penetrating technologies;

• by organizational forms: class-lesson and alternative, academic and club, individual and group, collective teaching methods, differentiated teaching;

• by type of organization and management of cognitive activity (according to V.P. Bespalko): classical lecture teaching (control – open, diffuse,

manual), teaching with the help of audiovisual technical means (open, diffuse, automated), "consultant" system (open, directed, manual), teaching with the help of a textbook (open, directed, automated) – independent work, "small group" system (cyclical, diffuse, manual) – group, differentiated teaching methods, computer teaching (cyclical, diffuse, automated), "tutor" system (cyclical, directed, manual) – individual teaching, "programmed teaching" (cyclical, directed, automated), for which there is a pre-compiled program. Combinations of these " monodidactic " systems are also distinguished: the traditional classical class-lesson system of J. L. Komensky (lecture method + independent work with a book), modern traditional teaching (classical system + technical means), group and differentiated teaching methods (system of small groups + tutor), programmed learning (program control with partial use of all other types).

- By approach to the child: authoritarian, didactic-centric, personality-oriented (anthropocentric), humane-personal, technologies of cooperation, free education, esoteric technologies.
- By the prevailing (dominant) method: dogmatic, reproductive, explanatory-illustrative, programmed learning, problem-based learning, developmental learning, self-developmental learning, dialogic, communicative, gaming, creative information (computer) and other technologies.
- By category of students: mass (traditional school technology designed for the average student, advanced level technologies (in-depth study of subjects, gymnasium, lyceum, special education and others), compensatory learning technologies (pedagogical correction, support, alignment, etc.), victimological technologies (surdo-, ortho-, tiflo-, oligophrenopedagogy), technologies for working with deviant (difficult and gifted) children within the framework of a mass school.
- In the direction of modernization of the existing traditional system: based on humanization and democratization of pedagogical relations, based on activation and intensification of students' activities, based on the effectiveness of the organization and management of the learning process, based on methodological improvement and didactic reconstruction of educational material, natural, alternative, holistic technologies of author's schools.

Having considered various classifications of pedagogical technologies, the following can be classified as new modern educational technologies:
- developmental learning;
- problem-based learning;
- multi-level training;
- collective system of education;

- technology for studying inventive problems (TRIZ);
- research methods in teaching;
- project-based teaching methods;
- technology of using game methods in teaching: role-playing, business and other types of educational games;
- learning in cooperation (team, group work);
- information and communication technologies;
- health-saving technologies, etc.

Geography methodology has accumulated significant experience in the use of teaching technologies. In my geography lessons, I use various modern teaching technologies. I will give examples of the most well-known technologies used in teaching geography.

Integrated learning technology.

I use integrated learning technology in my lessons. The main goal of integrated learning is to form a broader and deeper understanding of the world by students, to activate their cognitive activity, to form the ability to apply the acquired knowledge in life, to create favorable conditions for the child's self-realization.

I choose a topic for an integrated lesson that would allow for bringing together the material of two or three disciplines, so that the material of one discipline would be logically linked to the material of another discipline. I will give several examples of integrated lessons. In the 6th grade, the topic "Geographical coordinates" is difficult for children to master, both in geography and in mathematics. During the lesson, a number of important tasks are solved: theoretical knowledge is consolidated and deepened, practical skills in determining the coordinates of a point are practiced, children look for the correspondence of the lines of the coordinate plane and the mathematical basis of the map, the similarity in the method of determining coordinates and, thus, trace the relationship between geography and mathematics.

During the lesson, children complete practical tasks of a game nature, vocabulary dictations. During an integrated lesson, all students receive high-quality grades in mathematics and geography. Students get the opportunity to apply knowledge in a non-standard situation and learn how this knowledge can be applied in life.

I conduct a similar type of integrated lesson on the topic "Scale". Students not only consolidate and deepen their knowledge, but also apply it in practice in the lesson. Girls make an apron pattern in a given scale, boys make markings on a wooden blank for a technology lesson using a drawing in a given scale. In the 7th grade, favorable opportunities are created for

integrating geography and history on the topics "Prerequisites and Consequences of the Great Geographical Discoveries". Integrated lessons are problematic in nature, which increases students' motivation and interest.

Thus, integration in teaching geography contributes to the expansion and deepening of knowledge. It increases children's activity and interest in the subject, and aims at the practical use of knowledge today and in the future.

Technology of critical thinking development.

Technology of critical thinking development through reading and writing (C.Temple, K.Meredith, D.Still, S.Walter). Technology forms a support point for human thinking, provides a natural way of interaction with ideas and information. Knowledge is consolidated, because it is based on the experience of students. And the results are achieved through free, positive, active acquisition of information, its synthesis and appropriation.

In geography lessons, this technology can be used rationally when studying large, complex texts from the textbook and additional literature. The technology will teach students to use text information

selectively and critically, which is very important when using information taken from the Internet.

The structure of this pedagogical technology is harmonious and logical, since its stages correspond to the natural stages of the individual's cognitive activity.

The basis of the technology is the construction of a lesson according to a specific algorithm – sequentially, in accordance with three phases: challenge, comprehension and reflection.

The first stage of the lesson is a challenge. The task is to activate, interest the student, motivate him for further work, create associations on the issue being studied. The goals of reading or studying the text are determined.

The second stage of the lesson is comprehension. Direct work with information. Critical thinking techniques and methods allow maintaining the student's activity, making reading or listening meaningful to achieve new understanding.

The third stage of the lesson is reflection. Information is analyzed, interpreted, creatively processed. Skills of analysis and creative rethinking of information are formed.

Each stage of critical thinking technology corresponds to certain techniques:

Stages of the lesson	Techniques used at the lesson stage	Comprehension	Reflection
Call	Logbook, peer learning, keywords, brainstorming	Logbook, peer learning, "catch the error", text marking (insert), cluster compilation	Logbook, cinquain

Technology of game activity.

In order for the creative potential of the individual to be revealed and improved during the game, I use various creative tasks. During the games, the students' knowledge is differentiated by levels, and, consequently, the basic level of knowledge is actually controlled based on educational standards. When working in a team, a group, the children learn to discuss problems and form collective thinking. Teamwork creates a sense of security in weak students, as they are sure that their comrades will support them and help them with an answer.

Such lessons help develop the speech of schoolchildren, teach them to prove their point of view, and to argue their answer. The children are attracted by the non-traditional form of the lesson, the unusual design of the classroom, and working with additional sources of knowledge.

I conduct games during lessons on reviewing and summarizing knowledge. Currently, the school

faces a big task - the formation of various practical skills that a person needs today and in the future. I pay significant attention to the development of practical skills of students in geography lessons. I form some skills to consolidate and understand theoretical issues, others for further practical life, and others to form a geographical culture. Through practical skills of working with sources of geographical knowledge, with tools on the ground, it is possible to successfully solve the problem of increasing the activation of students.

In each lesson, children work with atlas maps, textbook maps, electronic textbook maps, and contour maps. In the lesson, my students compare individual objects, describe them using standard plans, learn methods for memorizing map nomenclature, find patterns in phenomena, compare several maps to answer a problematic question, determine coordinates, measure distances, etc. Before completing each task, I

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introduce the children to the instructions for completing the task.

When comparing several maps, children learn to find the answer to a question. For example, I ask children to compare a map of the structure of the earth's crust and a physical map of Eurasia. I ask the question: why are the mountainous regions of Eurasia located in the east and south of the continent? Children answer that mountain ranges are formed at the junction of the Pacific and Eurasian plates and the Eurasian with the African-Arabian.

Children compare climate and physical maps of Russia and think about the reasons for the lowest water temperature in the East Siberian Sea. I make up tasks in such a way as to constantly maintain interest in geography. For example, on this island there is a forest with coordinates 19º S and 47º E, where the smallest monkeys live, their body size is 12 centimeters. What is the name of this island? In connection with the introduction of the Unified State Exam, I pay special attention to such types of work as reading a topographic map, determining directions and measuring distances on a map using a scale and a degree grid, plotting distances on a scale, determining the coordinates of a point that are found in questions on the Unified State Exam. Students work very actively when conducting practical work using a compass to measure distances and azimuths, surveying the terrain.

Problem-based learning technology.

The essence of the problem-based approach is that in the course of studying new material and its subsequent consolidation, tasks are offered, the completion of which is aimed at consolidating the students' ability to use previously acquired knowledge. They are given a certain problem, which they must solve independently or with the help of a teacher, find ways to solve it or ways to apply existing knowledge in new conditions. Contradictions between existing knowledge and a new task are overcome by independent mental and practical actions of a creative nature. A problem situation is created - a psychological state of mental difficulty of a student when solving an educational problem or question posed by a teacher.

The process of teaching using problem-based learning methods consists of four stages:

I. Creation of a problem situation and awareness of the problem.

II. Formulation of the hypothesis.

III. Finding a solution and proving the hypothesis.

IV. Solution to the problem.

The problem situation is created by means of problem questions and tasks. A separate factor is the interest of each student in this problem. Based on the results obtained after conducting problem lessons, the following criteria for setting a problem situation in a lesson can be identified:

1) the emotional coloring of the material itself and the form of its presentation, the constant desire to evoke in the student the emotions accompanying the material, which subsequently turn into stable feelings, which largely determine the presence of interest;

2) reliance on the student's experience and existing knowledge and skills so that the problem becomes not only educational for him, but also really significant;

3) the teacher's creative approach to problem solving, as well as the development of students' creative thinking (i.e. the ability to find a way out of non-standard situations).

4) taking into account the age and psychological characteristics of students when modeling a problem situation.

Problem-based learning is implemented in problem-based presentation, in partially search (heuristic conversation) and in research methods of teaching. In lessons with problem-based presentation, the teacher poses a problem and solves it himself, revealing a chain of logical reasoning, explaining new concepts and terms. In order to interest students, you can offer them some interesting task before the explanation. For example, when studying the topic "Structure of the Earth's Crust" in the 7th grade: "Based on your existing knowledge of the earth's crust, about lithospheric plates, create a theory of the movement of lithospheric plates. Your theory must be substantiated and have evidence of its truthfulness."

A heuristic conversation is conducted through one or more problematic tasks. For example, let's take the topic "Movements of the Earth's Crust" in the 6th grade. It is difficult for students because they do not have the opportunity to observe the phenomena associated with the movement of the earth's crust themselves. Therefore, there is a need for joint work between the teacher and students.

Research methods are used both when studying new material and for improving, consolidating and testing students' knowledge. Thus, when studying the topic "Nature and Man" in the 7th grade, knowledge about Russia's resources, economic development of its territory, and environmental problems is generalized. To facilitate the task, the teacher gives questions and tasks of a problematic nature:

1. Make a diagram of "Types of natural resources".

2. Provide examples of the impact of various types of human economic activity on natural complexes.

3. Suggest your own solution to environmental problems.

4. How effective and necessary is the development of territories with extreme conditions (North, BAM).

Several types of problem-based or creative tasks are used in teaching geography. Tasks whose problematic nature is due to the gap between previously acquired knowledge and the requirements of the task (or question). Thus, in the initial course of physical geography, students learn that the amount of solar heat depends on latitude: the lower the latitude, the more heat, and vice versa. In the next course, when studying Africa, they learn that in the tropical zone, summer temperatures (+32 C) are higher than in the equatorial zone (+24 C). This fact contradicts the previously acquired dependence and forms the basis for the formation of a problem-based task: "Working with an atlas, compare summer and winter temperatures in the tropical and equatorial zones of Africa. Why are July temperatures higher in the tropical zone?"

Tasks to establish multiple cause-and-effect relationships. The features of objects and processes studied by geography are usually determined by a set of causes and generate a set of consequences. Therefore, this type of task is the most widespread in teaching. If students must independently select and apply a wide range of knowledge in different ways. Including from other subjects, the task takes on a problematic nature, for example, "What changes occur in nature in central Russia after logging?" (Name at least 8-9 consequences). Or: "What factors contribute to the fact that the United States has become the leading capitalist power in the world?" (Name at least 5 reasons).

Tasks that require an understanding of dialectical contradictions. The ability to operate with them. In logic, such situations are called situations of opposing judgments, for example: "Using knowledge of the geography of Russia and other countries, explain what influence a large territory has on the country's economy - does it favor or hinder economic development" or: "Does the influence of natural resources on economic development increase or decrease under the conditions of scientific and technological progress?" The peculiarity of these tasks is that they require reasoning according to the principle of "both at the same time" (and not one instead of the other), i.e. it is necessary to recommend that schoolchildren do not discard any of the statements, but try to substantiate both.

Tasks based on a scientific hypothesis, for example, about the origin of permafrost, about climate change on Earth, etc. When revealing this hypothesis, students need to express their opinions on it, substantiate it scientifically.

Paradoxical tasks, for example: "The rivers of the European part of Russia and Siberia flood once a year. The rivers that cross the deserts - the Amu Darya, Syr Darya, Zeravshan - have two floods a year - in spring and summer. How can this be explained?"

Information and communication technologies.

The rapid development of information technologies dramatically changes the structure of employment and employment of the population, creates new professions and jobs. More and more people become members of this information society.

In my ICT technology lessons I use:
- presentation lessons;
- lessons using a multimedia textbook;
- lessons using the "Library of Electronic Visual Aids".

The use of all types of interactive, audiovisual and screen-sound teaching aids is aimed at increasing the positive motivation of students to study subjects. This leads to the activation of students' cognitive activity, the development of their thinking, and the formation of an active position of the individual in a modern computerized society. The use of these means ensures the development of students' creative abilities and the desire to continue independent work. The integrated use of ICT and audiovisual means can become a means of organizing such activities, can significantly increase the visibility of training, acts as a stimulant, encouraging knowledge, developing interest, imagination, creating an emotional sphere of training. The principle of visibility, continuing to be one of the main ones in training, changes its quality, which leads to a revision of the combinations of various means of visibility. The perception of natural, concrete visibility as the original gives way to the conventional - schematic images, drawings, maps and map diagrams, graphs, tables, etc.

Technology of reference signal sheets and logical reference notes.

In the process of teaching geography I use the technology of reference signal sheets (logical support notes - LOK or LOS). N.N.Baransky wrote about the role of logical connection diagrams in teaching geography, emphasizing that diagrams "teach to highlight the main and fundamental, teach to find and establish logical connections, and significantly help students to learn the lesson." Teachers use connection diagrams constantly. The currently developed support notes help the teacher to manage the cognitive activity of schoolchildren, develop independent work skills, individual abilities, and also help schoolchildren to exercise self-control over the results of their academic work. This technology has been well developed by practicing teachers; many articles and even books for

teachers have been published, which present support notes for entire courses (for example, 7th and 8th grades).

In order to teach children to work with reference schemes (notes), it is necessary first of all to teach them the ability to highlight the main thing: the whole or the particular, to determine cause-and-effect relationships. I start working on this in the 5th grade. Working with the textbook text, I devote time to practicing the skills of ability: highlighting key words, the main idea, then entering the data into a table. So we not only learn to work with the textbook text, we learn to correctly compose and format a table.

In the 6th grade course, I use ready-made reference notes, which I compile myself and offer to students when explaining the material. Students study them and write them down in their notebooks. The reference notes sheets include assignments for consolidation. Considering the reduction in hours allocated for studying geography in the 6th grade and the large volume of material being studied, this technology helps to solve the problem. Classes using reference notes allow you to cover a larger volume of theoretical material, thereby leaving time for practicing practical assignments. Students, working with reference notes, get used to and remember symbols and abbreviations. They learn to build reference diagrams independently, for example, on the topic "Wind" - breeze, monsoons, etc.

In the 7th grade, when studying the continents, we begin to build reference diagrams, first together, then independently. In this case, everyone has the right to select the necessary symbols for their own diagram. When studying the first continent - Africa - we make a diagram together, then those who have learned it continue independently. The order of the work: we draw the outline of the continent schematically (by hand, looking at the map); then we apply and sign all the components corresponding to the geographic location: conventional lines (equator, 0 meridian, tropics, Arctic Circle); oceans, extreme points, peninsulas, bays, straits, etc. The diagram is supplemented for the next lesson: tectonic structure, relief, climatic features, inland waters. The topic of natural zones is presented in a table. Peoples and countries - reference notes.

In grades 8-9, students continue working on compiling reference diagrams and notes. The most successful application of reference diagram technology is when studying the topic "Natural Regions". In the course "Economic Geography", the most successful application of reference notes is on the topic "Economic Zoning". The main provisions of the characteristic plan are given in the form of factual material with a conclusion following from it, which allows making the notes more substantiated and logically correct.

For many years now I have been using LOS and LOC in teaching geography. Experience shows that teaching with the use of supporting notes develops memory, logical thinking, the ability to analyze, monologue speech, reveals the creative potential, individual abilities of students.

Project-based learning technology.

A project is the development of a concept, idea, detailed plan of a practical product. In this case, not only the idea is developed, but also the conditions for its implementation. This result can be seen, understood, applied in real practical activities. To achieve such a result, it is necessary to teach children to think independently, find and solve problems, using knowledge from different fields for this purpose, the ability to predict the results and possible consequences of different solution options, the ability to establish cause-and-effect relationships.

The project method is an educational technology that allows for the individualization of the learning process, giving the child the opportunity to demonstrate creative independence in planning, organizing and controlling their activities."

An educational project is a form of methodological work aimed at studying a specific subject section, topic, event, phenomenon, process. The goal of project -research activities in the classroom is to develop a modern schoolchild's readiness for self-development and self-education.

The implementation of this goal requires the completion of a set of tasks:

• training in activity – the ability to set goals, organize one's activities to achieve them and evaluate the results of these activities;

• formation of personal qualities - thinking, will, feelings, creativity, motives for activity;

• formation of a picture of the world that is adequate to the educational program and level of knowledge.

The result of the completed project should be a specific result, ready for use (in class, at school, in real life).

Geography is a multifaceted science, in which many sciences are closely intertwined: ethnography, biology, ecology, history, medicine, economics, politics, astronomy. Therefore, the range of choice of problems for scientific work is huge. Working with projects facilitates the acquisition of geographical knowledge, develops skills in working with computer technologies. Using them, students not only become interested in the topic of the subject, but also improve their knowledge and skills, interest and love for the

subject of geography, for science in general is instilled. At the final stage of project activities, students learn to conduct a discussion, defend their work, present its strengths, defend their point of view, and listen to the opinions of others. Using the project method in a geography lesson is a good way to develop students' communication skills.

When organizing project work, it is necessary to take into account the age-related psychological and physiological characteristics of children of middle school age. Namely: the topics of children's work are selected from the content of the subject or close to it; the research problem that provides motivation for inclusion in independent work should be in the area of the child's cognitive interests and be in the zone of proximal development. For example, in the 6th grade, you can choose the following project topics: "How did the plan and the map argue, which of them is more important and necessary?" (essay-fairy tale - research); "The journey of a droplet along the great water cycle"; "School yard plan" (survey of the area).

In grades 7-8, in accordance with age specifics, the teenager's goals of mastering communication skills come to the fore. Here, it is advisable to organize research activities in group forms. At the same time, the student should not be deprived of the opportunity to choose an individual form of work. For example, here you can choose the following project topics: "Tourist brochure (reminder): Visit Australia"; "Collage of Africa. (population, flora and fauna of Africa)"; "The uniqueness of the nature of Lake Baikal".

In grades 9-11, the project method is an independent practical mastery of research technology, which should be achieved by the end of grade 9. The topics and problems of research papers are selected in accordance with the personal preferences of each student and should be within the scope of their self-determination. Individual or mini-group forms of work are preferable. Research in grade 11 can be carried out as individual cases of outstanding successes of gifted students, or as a course project with subsequent defense of the results as a creative exam. For example: "The structure of Russia's exports. How to change it?"; "Oil and gas deposits in Western Siberia. Is this development or ruin?"; "How do you see the demographic portrait of the planet by the end of the 21st century?" and other project topics.

Conclusion.

In the professional activity of a teacher there is always scope for search, pedagogical creativity and not at the level of traditional methodology, but at the next – technological level. The use of new technology as an integral part of the methodology of the subject presupposes obtaining a guaranteed pedagogical result of the teacher's activity. And students discover this result during the assessment of the quality of their preparation in the subject. A modern school needs a fundamentally new system of education, which, based on the best traditions, would take into account the individual characteristics of students.

New educational technologies offer innovative models for constructing such an educational process, where the interconnected activity of the teacher and the student, aimed at solving both an educational and a practically significant task, comes to the forefront. New educational technologies (modular learning, level differentiation technology, project method, distance learning, etc.) are a set of certain forms and methods of teaching that ensure that students solve an educational task as a result of independent actions. That is why it is so important to use new technologies in modern education, in other words, organizing the educational activities of schoolchildren with a clearly defined goal and planned results.

Thus, the geography course is one of the most interesting in the school program, the effectiveness of teaching in this course can be achieved if the educational process is aimed at developing the thinking of students, at forming their cognitive independence, including with the help of various new teaching technologies. The possibilities for teaching technologies in geography lessons are very wide.

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