The Role Of Modern 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.

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Introduction.

Teaching methodology, like all didactics, is undergoing a complex reform period. Educational goals have changed, new curricula are being developed, and new approaches to reflect educational content through integrated educational areas rather than through separate disciplines. New concepts and standards of education are being created, which are based not only on the content, but also on the requirements for educational results, fields of activity. All these cases create a basis for new theoretical studies in the field of geography learning methodology and require different approaches to the organization of the educational process. There are enough problems in geography methodology that require special research [1].

The modern didactic principle of person-oriented education requires taking into account the psychophysiological characteristics of students, using a systematic, active approach, and special work on organizing the interrelated activities of the teacher and students, which are clearly planned results. provides access to education. This problem is closely related to the development and introduction of new pedagogical technologies into the educational process. Updating the principles of teaching the younger generation requires the use of non-traditional methods and forms of educational organization. You cannot rely only on explanatory, illustrative and reproductive methods that are common in teaching practice. However, the introduction of educational technologies does not mean that they will replace traditional teaching methods [2].

Research Aim and Research Questions.

Technologies are not used instead of teaching methods, but together with them, because they are an integral part of science methodology. Educational technology means methods of improving educational efficiency, designing an educational process with a clearly defined result. The term "technology" is borrowed from foreign methods, where it is used to describe various organized learning processes. There are two concepts: a) teaching technology, that is, development of optimal teaching methods; b) technology in teaching [3].

Educational technologies mean the use of technical means of teaching (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 in solving didactic problems.

Pedagogical technology is defined as an optimally organized interaction between the teacher and students. The peculiarity of the technology is that it designs and implements the educational process that guarantees the achievement of the set goals. At the same time, the activities of the teacher and the activities of the students under his leadership are organized in such a way that all actions included in

them are presented in a certain sequence (through activity algorithms) and their implementation leads to expected results that can be developed in advance reach In other words, technology seeks to determine in detail everything that helps to achieve the given goals [4].

The technological chain of interconnected activity of the teacher and students is built in accordance with the goals of the subject (individual course, topic, lesson). At the same time, a mandatory part of any teaching technology is the use of diagnostic procedures and various indicators of educational results. However, as an integral part of the methodology, technology has the right to exist. After all, pedagogical technology is a set of methods, methods, and forms of organizing teaching and learning activities based on the theory of teaching and providing planned results [5].

The main goal of pedagogical technologies is to organize the interrelated activities of teachers and students (that is, teaching methods) aimed at ensuring the planned results. The main features of educational technology are as follows:

– clearly defining educational goals and tasks for students, realizing the importance of the studied material for each of them, motivation for educational activities;

– to create consistent procedures for achieving goals and tasks with the help of specific educational manuals, active methods and forms of organizing educational activities;

– teaching using examples (seminars, textbooks, methodological recommendations);

– following the teacher's instructions (in the form of educational methods, algorithms), organizing students' independent work aimed at solving problematic educational problems;

– extensive use of various forms of test tasks to verify learning outcomes.

There are many types of educational technologies, which are distinguished by different characteristics. There are three main groups of technologies in didactics [6]:

– explanation, the essence of which is to inform, educate students and organize their reproductive activities for the purpose of general education (educational-organizational, educational-intellectual, educational-informational) and special (subject-specific) development, and image teaching technology) qualifications;

– person-oriented educational technology aimed at identifying and "cultivating" individual subjective experience through coordination with the results of socio-historical experience, i.e. transfer learning to a subjective basis, focusing on personal self-development;

– a developmental educational technology based on a teaching method aimed at introducing the internal mechanisms of personal development.

Each of these groups includes several educational technologies. Therefore, the group of student-oriented educational technologies includes multi-level (differentiated) educational technology, collective mutual learning, comprehensive knowledge acquisition technology, modular teaching technology, etc. [7]. These technologies make it possible to take into account the individual characteristics of students and improve the methods of interaction between teachers and students.

Research Results.

The introduction of personally oriented technologies into the work practice of the teacher, the main result of teaching is to change the individual picture of the world in its interaction with scientific and geographical; special attention to self-development and self-education of students [8]. In the process of introducing personalized educational technologies, it is recommended to observe the following conditions:

– dividing the educational material into semantic blocks and assigning (sometimes problematic) cognitive educational tasks for each of them, creating a cognitive need in students;

– creating special educational and cognitive motives, because the real meaning of learning for students is determined not only by goals, but also by motives, their attitude to the subject;

– according to its content, defining cognitive educational tasks aimed at programming the orientation of students' activities to educational discoveries, defining and mastering a new method of activity;

– creating a problem situation, performing an educational task by creating conditions of intellectual difficulty.

Modern pedagogical technologies are classified according to the following indicators [9]:

– By level of application: general pedagogical, special subject, network, local, modular, narrow methodological.

– According to the leading factor of mental development: biogenic, sociogenic, idealistic, psychogenic.

– According to the orientation of the personal structure: informational, operative, self-development, heuristic.

– According to the nature of the content and structure, education, educational, secular, religious general education, specialized, humanistic,

technocratic, monotechnological, polytechnological, penetrating.

Extensive experience in the use of teaching technologies in geography methodology has been accumulated. Below are examples of the most popular technologies used in teaching geography. "Technology of formation of educational work methods" defined in the form of rules, samples, algorithms, plans for describing geographical objects. This technology is widely reflected in the methodological apparatus of a number of geography textbooks, educational manuals, and is well mastered in the practice of many geography teachers [10].

"Technology of formation of educational activities of students" has been fully developed. The essence of this technology is that educational activity is considered as a special form of educational activity of students. Aims to acquire knowledge by solving educational problems. If the traditional methodology describes what the teacher should do, then the technology of formation of educational activities determines how the student should solve the educational problem. The technology of forming educational activities is the teacher's ability to create a system of educational tasks for any course, department or topic, to organize his own activities and student activities related to them. involves the development of projects and the preparation of test assignments [11].

In geography teaching methodology, "Differentiated teaching technology" is well known. When using it, groups of students are divided into conditional groups taking into account typological characteristics. When forming groups, students' personal attitude to learning, level of knowledge, interest in learning the subject, personality of the teacher are taken into account. Multi-level programs and didactic materials are created, which differ in terms of content, size, complexity, methods and methods of completing tasks, as well as diagnosing learning outcomes.

"Educational and game activity technology" is widely used in the geography teacher's work practice. However, its implementation is often episodic and is not included in a clear system of organizing cognitive activity. If the educational game is seriously prepared as a pedagogical technology, it will give a positive result only when both the students and the teacher are active. A well-designed game scenario is of particular importance, in which the educational tasks and each position of the game are clearly defined, the possible methodical ways of getting out of a difficult situation are indicated, and the methods of evaluating the results are planned [11].

"Technology of communicative-dialogue activities" requires the teacher to have a creative approach to the organization of the educational process, to acquire heuristic conversation methods, to conduct a discussion with the class, and to create conditions for discussion among students. "Modular technology" is also used in teaching geography. A module is a special functional unit that combines the content of the teacher's educational material and the technology of its acquisition by students. The teacher develops special instructions for the independent work of students, which clearly indicates the purpose of mastering a particular educational material, gives clear instructions on the use of information sources and how to use this information. It is explained that it is necessary to master. In the same instruction, examples of test tasks (usually in the form of tests) are presented [12].

"Technology of project activity" is the creation of a creative situation where the student has the opportunity to discover illogical, insignificant and surprising things. In this regard, the science of geography is unique. It allows you to integrate with other academic subjects, connect scientific information from different fields of knowledge for a more complete understanding and explanation, build logical chains and find cause-and-effect relationships [14]. The meaning of this technology is often the organization of research activities based on local history work. The purpose of such work is to form adequate ideas about the essence of natural, social and economic phenomena, while simultaneously developing environmental and economic culture in students.

"New computer technologies" - the use of computers in teaching allows to create an information environment that stimulates the student. The computer is an intermediary between the teacher and the student, and allows organizing the educational process according to an individual program [13]. "Technology for the development of critical thinking" is one of the main goals of critical thinking technology, which teaches oneself to think independently, understand, organize and transmit information so that others can discover new things for themselves. can learn about.

Conclusions.

In the teacher's professional activity, there are always opportunities for research, pedagogical creativity, not at the level of traditional methodology, but at the next stage - at the technological level. The development of technology as an integral part of science methodology implies obtaining a guaranteed pedagogical result of the teacher's activity. And students discover this result during the assessment of the quality of preparation in science. A modern school needs a completely new educational system based on the best traditions, taking into account the individual

characteristics of students.

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