



Development Of Cognitive Mechanisms (In the Example of Future Geography Teachers)

Rajabov Furkat Turakulovich

Head of the Department of geography of Chirchik State Pedagogical University, doctor of philosophy in Geographical Sciences, Associate Professor

ABSTRACT

This article analyzes the development of cognitive mechanisms on the example of future geography teachers. In addition, this article discusses the role of pedagogical practice in training future teachers.

Keywords:

Future geography teachers, professional training, cognitive mechanism, knowledge, geographic space, cognitive geography, geographic education, curriculum, maps, cognitive development.

The formation of geographical thinking as a specific method of solving problems of the "man-nature-society" type in their territorial or spatial aspect should be considered as a strategic goal of geographical education. Geographical thinking in this sense is systematic, complex, spatial, scientific, dialectical, generalized thinking. These children develop as they grow up and experience the world around them. From the point of view of cultural-historical approach, geographical thinking is one of the highest psychic functions.

Providing knowledge to students and educating them is carried out in the course of the lesson. Therefore, the lesson is the most basic and central part of geography education. In the course of the lesson, the teacher implements the specified educational and educational goals during the specific time allocated to the lesson. The purpose of each lesson is clearly stated. A number of requirements have been set for geography lessons in order for students to effectively acquire the knowledge and skills envisaged during the course of the lesson. We recommend the following forms of student research that will

help the teacher to form a set of professionally relevant skills in using the textbook in geography classes:

- performing homework and coursework that includes elements of scientific research in the field of studying geography textbooks;
- introduction of elements of scientific research to practical and seminar classes;
- performance of specific non-standard tasks of a scientific research nature;
- participation in scientific conferences.

Pedagogical practice is one of the stages of training future teachers. Pedagogical practice is a mandatory part of the basic professional education program of the bachelor's degree, aimed at strengthening theoretical knowledge and acquiring the skills of their practical application.

The main purpose and value of geographical education is to introduce the young generation to geographical culture. Its content-semantic constructions are expressed by such categories as the scientific geographical image of the world, geographical thinking, value directions and value system related to the cognitive and transformational activity of a

person in the geographical space. As the substantive basis of geographical culture, the image of the world takes a leading place, it is represented by a system of images of various types and levels of complexity. In addition, it should be noted that the theoretical and methodological analysis of the professional training of teachers of different profiles shows that the specific characteristics of the teacher and the subject should be taken into account when distinguishing the components of preparation for the future. For example, E. Tamojnyaya and E. Belovolova in the field of "Geography" state that the "Concept of Geographical Education" does not meet the tasks of the new educational paradigm. Currently, researchers emphasize that updating the geographical content is urgent. A geographical map traditionally serves as an important tool in teaching and learning geography, it allows to fill the image of the world and the image of the territory with the precise mathematically defined characteristics of the land features using signs and symbols. Thus, the transfer of the scientific way of thinking during the long period of the development of geography to the content of school geography determined methodological guidelines for students to master the general laws of the organization of the geographical space and its development at different levels of its organization.

We offer a critical analysis of one section of the Guidelines as a way of illustrating the argument that a successful geography curriculum must be based on an understanding of the nature of what is to be learned and the nature of the learner. Although we believe that a successful program must also be based on an understanding of the expectations and knowledge that the teacher brings to the learning environment, we do not address this latter issue here. The text characteristic plan is an ordered scheme that shows the interdependence and interdependence of natural and socio-economic components. Each subsequent point of the characterization is a logical continuation of the previous part and the basis for presenting multifaceted direct and reverse causal relationships.

At the same time, in the theory and practice of teaching, the formation of empirical, emotional bases of geographical images has always had a special place. That is why, in studying the geography of the territory, the system of own observations, which are the main elements of the principle of studying local history, is the boundary condition for acquiring general concepts and laws. In the end, it was assumed that the students formed a more or less meaningful, structured, organized image of the geographical picture of the world. Thus, on the basis of different approaches to understanding the components of the future teacher's training and taking into account the specific characteristics of the geography teacher's activity, it is necessary to determine the main components of the future geography training. Thus, in traditional educational conditions, geographical images are formed in schoolchildren based on the methodology of generalized methods of scientific knowledge of classical geography. Then these methods serve as the main cognitive schemes for processing and perceiving information about the closest and most distant geographical environment for a person. The specified relationship corresponds to the classical principles of selection and composition of the content of the educational subject. We believe that theoretical framework is important in answering geography curriculum design questions. A theoretical framework allows us to predict which tasks will be easy or difficult, analyze tasks so that we understand what the child is being asked to do, and organize tasks and outcomes into an overall framework.

In the second half of the 20th century, a new problematic direction - cognitive geography - appeared, for which the cognitive approach serves as a methodological basis. The fact that the scientists of geography pay special attention to the mechanisms of perception and processing of information about the geographical space, to the creation of images about it as the basis of human behavior, is due to the fact that a lot of information is collected in its dynamic social life, social, economic, associated with the emergence of new forms of demographic and ethno-cultural processes. The

dynamism of social changes requires a person to adapt more to society and the ability to "overcome" this situation, to optimize activities in it. Presenting the main material of the research, fully justifying the obtained scientific results. Studying the category of readiness for pedagogical activity, including geography teacher, it should be noted that this pedagogy is the result of professional-pedagogical preparation of students of higher educational institutions and a condition for successful pedagogical activity. In a broad sense, the main features of preparation for pedagogical activity are: psychological, scientific, theoretical and practical preparation.

In order to form geographical and ecological thinking in schoolchildren in modern conditions, it is important for the future geography teacher to form his attitude to environmental protection. The geographic specificity of ecological knowledge is its spatial organization and localization, so we consider it necessary to include the geographical nomenclature of ecological topics in the content of knowledge. For example, the names of protected areas and objects included in the list of natural heritage of UNESCO, places where environmental disasters have occurred. Criteria for selecting environmental facts: scientific validity and reliability, relevance and novelty.

The dynamism of social changes requires a person to adapt more to society and the ability to "overcome" this situation, to optimize activities in it. Therefore, the mechanisms of knowing the geographical space, the construction of its images that determine human behavior become the subject of cognitive geography. A geographic image is an image of a certain space, its model, a certain cognitive interpretation of a place filled with symbolic meanings and personal meanings. As an element of sign-symbolic feelings, the geographical image is purposefully formed and can be understood within a certain symbolic system related to the communicative abilities of the recipient.

In our research, based on the analysis of the identified characteristics of the teacher's preparation and environmental activities, the readiness of the future geography teacher to

develop knowledge among students is considered by us as a complex psychological and pedagogical phenomenon, including a system of formed professional competencies. The psychological, pedagogical and methodological knowledge, skills and qualifications acquired by a geography teacher in the course of studying at a higher pedagogic school are formed on the basis of understanding the motives and needs of environmental protection, and depend on their development and harmony. Necessary conditions for improving the qualifications of a geography teacher in the implementation of pedagogical activities on the development of environmental knowledge among students.

In this regard, the conclusions of psychologists about the image of the world characteristic of a certain person is the most important component of his consciousness and the areas that regulate behavior (E. A. Klimov, A. N. Leontiev, S. D. Smirnov). From a cognitive-psychological point of view, synonyms of geographic image are frame based on territorial associations with a certain place, mental images, cognitive scheme, etc. Analysis of the literature allows to identify the main ideas and problem areas related to the development and systematization of scientific knowledge of cognitive geography (M. Bark, G. D. Gachev, J. Gold, L. N. Gumilev, D. N. Zamyatin, G. Z. Kaganov, A. G. Levinson, K. Lynch, D. Spencer, S. V. Fedulov).

In order to develop a model of the future geography teacher's readiness to develop environmental knowledge in students, it is important to choose its main components that should be included in the model. For this purpose, we study the components of the future geography teacher's professional preparation for pedagogical activities. Different approaches to their selection are considered in psychological and pedagogical research. For example, Yu. Seryapina identifies two main positions for understanding readiness: personality quality and status. In connection with this position, the researcher refers to the components of preparation: motivational, psychological, cognitive and volitional. The inherent connection of the main ideas of cognitive geography with psychology gives it a

complex character. When explaining the relationship between a person and the environment, experts try to take into account the phenomena associated with the personal characteristics of the organization of cognitive processes that affect the formation of knowledge about the geographical space. The psychological validity of these ideas allows us to consider them as an important source of updating the content of school geography. By creating special texts with augmented reality in school textbooks, translating their content will significantly enrich the methodological means of forming geospatial images for schoolchildren.

It is very important to know the theoretical basis of geography teaching methodology in the preparation of a geography teacher. The teacher's professional activity requires him not only to have deep knowledge of the subject, but also to develop the theory of teaching geography at the basic and profile levels, the ability to choose and use in the lesson everything that determines the effectiveness of the formation of geographical thinking in schoolchildren, the ability to use information and communication technologies that influence the modern ideas of schoolchildren about the environmental problems of the region, to understand what rules and principles should be used when choosing ecological content.

References

1. H. Vahabov, F. Saidamatov, N. Eshpolatov. Development of pedagogical technologies used in geography education. Public education. 2007.
2. Vakhobov H. Current theoretical and practical problems of the geography of Uzbekistan. "Actual theoretical and practical problems of geography" Resp. Science and practice. conf. materials. T. 2006 p. 3-7.
3. Савельева М.Г. Использование активных и интерактивных образовательных технологий: методические рекомендации. Ижевск, 2013.
4. Haydarova S. USE OF ELECTRONIC PRESENTATIONS IN GEOGRAPHY

- LESSONS // Journal of Natural Sciences. - 2021. - T. 1. - no. 1.
5. Abdimurotov, Oybek Uralovich. "Possibilities of using interactive methods in independent learning of natural geography lessons." Academic research in educational sciences 3 (2020): 1306-1312.
6. Downs, Roger & Liben, Lynn. (2005). The Development of Expertise in Geography: A Cognitive-Developmental Approach to Geographic Education. Annals of the Association of American Geographers. 81. 304 - 327. 10.1111/j.1467-8306.1991.tb01692.x.
7. <https://education-journal.org/index.php/journal/article/view/292>
8. <https://www.dissercat.com/content/fo-rmirovanie-professionalnoi-kompetentnosti-budushchego-uchitelya-geografii-v-protsesse-podgotovki>
9. <https://cyberleninka.ru/article/n/professionalnaya-podgotovka-budushchego-uchitelya-geografii-k-ispolzovaniyu-uchebnika-na-uroke>