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Geographical Professional Competence Of Students Formation Methodology

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ABSTRACT

The article effectively teaches self-preparation of goals and objectives, preparation of geographical specialties, professional recruitment, staff training, preparation, preparation for self-study, preparation, preparation for self-study, preparation, preparation for independent decision-making.during the meeting, issues related to compliance with the training regime, increasing the importance of training and professional development of education specialists were discussed

Keywords:

Individual education, professional competence, pedagogical technology, competence, competence, information search, teacher, student.

Any educational process provides for mutually complementary teaching-reading activities. In this case, when organizing training in academic disciplines, the student's activities are of a double nature, namely, mastering the theoretical knowledge and mastering the practical skills and qualifications of their application. They combine in the educational process and form one whole pedagogical process. This feature is consistent with the educational process and methods.

For students of higher educational institutions in the direction of pedagogy, it is natural that the planning of field practice, including the solution of geographical issues, is an important specialty. The achievement of the future teachers in this direction is determined by their competence in their field, the formation of practical training and skills in them, such as technical devices and principles of Operation[1].

In the present period, it is necessary to carry out the tasks set before the educational system, to master educational materials in the process of Independent Education of students,

to develop their practical competencies and professional competence, to stimulate their mental abilities and increase the responsibility of educators in the education of their creative activity. The reason is, it is of great importance that the teacher, based on the theoretical foundations of his FA, determines what type or what form he uses in the organization of professional competence and draws up assignments that encourage creative thinking and a creative approach. In higher education, it is difficult to bring students to the forefront of effective training without activating professional competence. Therefore, the future geography teacher is required to have a high level of training, to be able to independently make decisions, to choose from a lot of data to perform the assigned tasks, to be able to process and analyze this information geographically[2].

The choice of issues for future geography teachers, no doubt, requires a great skill creative approach, experience and methodological knowledge from the teacher. The fact is that technical devices, the principles

of their operation are inherent in laws related to different areas of geography, which are accompanied by knowledge, qualifications and skills about them, solving issues of various difficulties. In particular, such issues are more related to geography, natural science, cartography or methodology. Dealing with their solution requires students to actively observe, develop thinking. Achieving such a direction of thinking, the fact that most students have a sufficiently high culture of solving issues, assumes a high level of training in this area.

The importance of work beyond the audience that constitutes geography is high in the education and education of students and their development.

In geography lessons, out-of-audience work refers to an activity organized in an extracurricular environment, directly under the guidance of a geography teacher, taking into account the wishes of students, aiming at a specific goal based on the plan.

When organizing out-of-audience work, special attention is paid to the solution of the education, upbringing and development of students in the didactic unit. These works are made up of several organizational elements (purpose, function, content, Form, Form, Form, method of organization).

When determining the purpose of work beyond the audience from geography, the following are taken into account:

- 1) the level of knowledge of students;
- 2) students' interest in knowing;
- 3) its distinctive features in educational activities;
- 4) level of mental progress;
- 5) the degree of formation as a person;
- 6) professional orientation.

Tasks are set based on the goals of non-audience work. They are divided according to the content of Independent Education into:

- 1) development of the geographical worldview of students;
- 2) development of the direction of general education of students;
- 3) ensuring the overall development of students;

4) development of personal abilities of students;

5) formation of practical skills and qualifications in students;

6) the task of professional orientation.

In accordance with these didactic tasks, out-of-audience work is organized. It is important to choose the content of students' work outside the audience.

Stage 1 students admitted to a higher educational institution should pay the main attention not to its science, but to its practicality when choosing the subject and content of independent work, which is not yet deep and solid knowledge of geography, the ability to work independently is also not sufficiently formed, and due to their age characteristics.

In the process of geography education, in addition to the lesson system, it is of great importance to organize and conduct extracurricular activities. In this regard, the development of skills and practical skills, as well as the development of students' knowledge gained in the lesson, deepening, independent work, creative thinking, improving their interests in geography in general.

When organizing extracurricular activities, the following principles must be followed:

- volatility;
- taking into account the individual characteristics of students;
- ensuring the harmonious creative development of students;
- socially useful orientation of work;
- his wide publicity;
- the obligation to complete any tasks;
- the connection of extracurricular activities with educational work, etc.K.

There are several different explanations for the organization of extracurricular work on geography. The individual form of extracurricular work from geography includes lectures conducted with a student, the organization of practical work, excursions, work on the geography field, housework, extracurricular and extracurricular activities, work carried out in geography field practices.

The group form of extracurricular activities can include geography circles, geographical areas, extracurricular studies, virtual stennds training, “sharp mind selection”.

From geography, extracurricular mass events can include Olympiads, contests, nights, meetings, weeklies, among others.

As a subject of study from geography, it is necessary to arouse a lot of interest in students. Therefore, every academic year, it is very effective to organize different hegraphic nights on the topics covered in each group, such as mathematics, physics, literature, history, since the student gets acquainted with different concepts, geographical dictionaries and different formulas for solving geographical issues in the mentioned lesson.

In the process of teaching, students are treated as individuals, various negaroruk technologies apply modern methods to ham, making them independent, free-thinking, creative approach to search, creative approach to each issue, sense of responsibility, conduct scientific research, analyze, make good use of scientific literature, the main thing is to strengthen their interest in reading, science and the profession of their choice.

Professional competence develops the mental activity of students, allows you to think more deeply about the studied issue, examine knowledge and skills, study new materials, consolidate it, repeat it, as well as be implemented on an excursion, look for its most important part, draw conclusions by finishing.

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