

IMPORTANCE OF INCREASING STUDENTS' PRACTICAL COMPETENCE IN  
PHYSICAL GEOGRAPHY LESSONS.

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**Annotation:** *Improving the quality of education requires an approach based on new concepts of the new Uzbekistan. The article talks about issues of modernization of educational content, optimization of teaching methods and technologies and ensuring educational results, role of formation of practical competences in teaching geography, existing problems and ways to solve them.*

**Key words:** *competence, cognitive, project, research, motivation.*

## INTRODUCTION

Modern developing society is competent, ethical, enterprising, able to make independent decisions in the chosen situation, predict their possible consequences, knows how to cooperate, and is distinguished by mobility, hard work, and creativity. In this sense, one of the indicators of the quality of education is competence, which is determined not only by the sum of knowledge and skills, but primarily by the student's ability to mobilize the acquired knowledge and experience in a specific situation.

## MAIN RESULTS AND CONCLUSIONS

This is the main task of education: first of all, to teach students to solve problems in different areas of life. What is meant by competence in pedagogy? Translated from Latin, the word competence refers to a number of issues with which a person is familiar, knowledgeable, and experienced.

Educational competencies are those competencies that are necessary for a student to perform production activities.

- personal and social significance of the requirement, expressed in the amount of knowledge;

- skills, qualifications and experience in relation to a certain range of objects of reality.

Educational competence is not only a set of knowledge and skills that are separated from each other, but a set of corresponding learning components that have the nature of personal and socially significant activity in each chosen area that involves mastering the process.

Today, the importance of geographical science is increasing significantly, especially in solving global problems of mankind. Therefore, it is especially important to emphasize the practical direction of geographical sciences. At the same time, knowledge becomes the basis for practical activities in teaching the subject. One of the key tasks is to practice implementing these approaches into competencies. The practical direction of geography involves the acquisition and application of geographical knowledge and skills in everyday life. The formation of basic competencies in accordance with modern requirements for learning outcomes in geography lessons includes research and implementation of research and design work, a systematic activity approach, multi-level problem solving, practical work, and work with cartographic materials. At the same time, students must develop the following skills:

- normative (in classes, perception of oneself as a member of society living in one's district and region, a citizen of Uzbekistan, a resident of planet Earth);
- motivational (the student's personal growth is gradually stimulated);
- informational and cognitive (develops the ability to conduct independent research, selection, analysis and change);
- communication (initiative);

In short, geography is one of the fundamental sciences, based on knowledge of the world around us. This will help you see the world around you as it is.

The use of additional materials from periodicals, fiction, etc. is of great educational value for communicating with life.

Students who have received a preliminary assignment for the lesson will independently find material for the lesson, which will give them the opportunity to speak publicly through the prepared material.

As for time, nature has become dependent on man in the era in which we live. Man has the potential to become so powerful that he can cause irreparable damage to nature without even realizing it. Society should strive to preserve nature for our generations with its beauty and uniqueness. At the same time, the practical geography course taught at school has special potential for its effectiveness in environmental education and upbringing of schoolchildren. So, below we will tell you how to develop practical skills in schoolchildren. The formation of environmental knowledge in practice is carried out in lessons, in extracurricular activities, practical classes, scientific and practical conferences, with the involvement of students in project activities and research. Research is one of the most striking ways to increase the number of students Cognitive activity, but it is also one of the most time-consuming types of work for both the teacher and students. Research activities will be carried out with students in grades 6-11. The

research possibilities are endless. This is not only a way to expand children's knowledge, but also an opportunity to participate in competitions throughout Uzbekistan and abroad. The research culture of schoolchildren is gradually being formed. In high school, research topics are selected under the guidance of the teacher. Parents of students are involved in working on projects, especially in the implementation of the experimental part. During the year, students can create research works such as "Water is a wonderful mineral of the Earth", "Geographical literacy of schoolchildren", "Uzbek names on the map of Uzbekistan". Of particular interest are studies in the field of local history, which allows students to open the pages of the past, develop a sense of love and pride for their homeland, and also touch the history of their small homeland. High school students read "To the Heights of Science!", "Toponymy of the Jizzakh Region", "Geographical Description of the Bakhmal District", "Zaamin Reserve", "Hydronyms of Jizzakh region", "Our village - past, present, future", "The Story of One Street" often chooses for its work economic and social aspects of development, rural, regional and regional topics. Through student exploration, children are exposed to the scientific learning process while learning ways to think for themselves. It is the research approach to learning that makes them active participants in the learning process, and not consumers of ready-made information.

The system of extracurricular activities to prepare such students for participation in conferences, olympiads and other intellectual competitions provides a combination of organizing individual and group activities of students in lessons and during classes. Independent skill develops the ability to correctly defend their point of view, develops oratory abilities. In addition to research work, it is advisable for them to engage in thematic project activities.

At the end of the year, students will defend their geographical projects on a chosen topic. During the process of creating a project, they explore the topic more deeply as a result of working independently using modern sources of information. They often choose topics about global problems of humanity. Presentations are the result of working on a project. Project activity can be associated with cognitive activity when studying a problem. At the same time, the teacher acts as a coordinator and advisor, supporting the learning initiative, rationale and forecast. The formation of motivation in geography lessons occurs when students are involved in independent activities carried out through practical work.

As a geography teacher, I believe that students lack the ability to differentiate, describe and explain the basics, classify, organize and analyze; I've seen a lot of problems with text messages. Many students are unable to perform tasks such as transferring information from one piece of information to another, such as cartographic and graphical information.

The best way to organize students' activities to develop geographic skills is to focus from simple to complex. Working with cartographic material plays an important role in the formation of practical skills and abilities. Schoolchildren know the area, the features of its image and see how it is reflected on the plan, understand the content of what is depicted. Therefore, making a plan of the school yard and surrounding area will allow students to better understand the features of the area shown on the map. When students have a basic understanding of planning, they approach the symbolic meaning and content of a geographic map intelligently. Of course, other elements are also included in the learning process when moving to geographic maps. As students study the map, they encounter many unfamiliar objects: oceans, deserts, glaciers, mountain ranges, plateaus, and more. However, step by step, by studying the layout of the area and creating images of what is shown on the map from presentations, pictures, videos, students can understand the spatial image of the already located area, individual objects and their relationships.

Thus, the study and analysis of a map ends with an understanding of the geographic location of the description or feature. Practical work in the classroom is carried out at the stage of examination and control, in the process of studying and consolidating new material. Depending on the level of students, 3 stage educational activities are used: educational, graduation and creative work. When preparing for lessons, the teacher determines what basic competencies can be formed when studying a given topic, at what stage a task can be set to develop a specific skill, for what subject content a similar task can be assigned to students, and should be taken. In preparing practical work, it should include: a problem requiring a solution, a description of the problem, a source of information; form for completing the task; verification tool.

### **CONCLUSION**

In addition, the following methods can be used in geography lessons: support schemes, dialogue, brainstorming, posing problematic questions and, as a next step, turning them into problem situations, game moments. Using photo exhibitions and illustrations "Natural areas of the world", "Natural zones Uzbekistan", "Uzbekistan is my homeland" and others as a visualization to increase cognitive activity in the classroom, it is possible to increase interest in the study of geography. In conclusion, we can say with confidence that the formation of practical competencies in geographical education is one of the modern priorities.

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