

THE IMPORTANCE OF TEACHING GEOGRAPHY AT THE PRIMARY SCHOOLS

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ВАЖНОСТЬ ПРЕПОДАВАНИЯ ГЕОГРАФИИ В НАЧАЛЬНОЙ ШКОЛЕ

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BOSHLANG‘ICH SINFLARDA GEOGRAFIYA FANINI O‘QITISHNING AHAMIYATI

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Annotation: This article explores the teaching elements of geography subject at the primary schools and its basic features. Teaching geography can be challenging in some schools, despite of its interesting facts and atlas. However, teachers can make an inspiration about it by using some interactive games or activities. Being involved in tasks is fun and gives motivation to the students which can make them creative and explore their new skill.

Key words: geography, teaching, Earth, films, students, skill, innovative, subject, classroom, learning.

Аннотация: Эта статья посвящена преподаванию географии в начальных классах и основным аспектам её изучения. Хотя этот предмет богат интересными фактами и атласами, в некоторых школах его преподавание может вызывать трудности. Однако учителя могут побудить детей полюбить этот предмет с помощью интерактивных игр и занятий. Участие в таких занятиях очень увлекательно и может помочь учащимся раскрыть свои новые стороны, а также развивать творческие способности.

Ключевые слова: география, преподавание, Земля, фильмы, студенты, навыки, инновации, предмет, класс, обучение.

Annotatsiya: Ushbu maqolada boshlang‘ich sinflarda geografiya fanini o‘qitish va uning asosiy jihatlarini tadqiq etiladi. Garchi bu fan qiziqarli faktlar va atlaslarga ega bo‘lsa-da, ba‘zi maktablarda bu fanni o‘qitish qiyin bo‘lishi mumkin. Ammo, ustozlar interfaol o‘yinlar va mashg‘ulotlardan foydalanish orqali bolalarga bu fanni yaxshi ko‘rishga turtki bo‘lishi mumkin. Mashg‘ulotlarga ishtirok etish juda maroqli va bu o‘quvchilarga o‘zlarining yangi qirralarini kashf etishiga va shu bilan birga yaratuvchan bo‘lishiga undashi mumkin.

Kalit so‘zlar: geografiya, o‘qitish, Yer, filmlar, o‘quvchilar, mahorat, innovatsion, mavzu, sinf, o‘rganish.

INTRODUCTION (ВВЕДЕНИЕ/KIRISH).

The aim of teaching geography is to inform the shape of the Earth, nature of the Earth as well as its continents and oceans. Teaching geography has a close connection with physics and methodology

because these sciences are the branch of philosophy. Teaching is one of the attractive subjects, but when we mix it up with geography we will cover up or explore a new methods. Especially in the classroom if the teacher uses an effective teaching style, this

will engage students in the learning process and help them to think geographically. As a result, they will be intelligent students about geography, when they are asked about it. Teachers should express passion about the subject and should encourage all students to attend at the lesson. An enthusiastic teacher captivates the pupils' attention and makes the material come to life. To add interest to a session, they might employ the weird and even the quirky. However, there's a chance that pupils will remember the peculiarity and forget the geography teachers were attempting to teach, so be sure they don't forget the geography. [1]

MATERIALS AND METHODS (ЛИТЕРАТУРА И МЕТОД/ADABIYOTLAR TAHLILI VA METODLAR). The primary material for this learning is Geography in the primary school (by Fran Martin 2013) and other websites. In this article it has been used observation and comparative methods while comparing the knowledge of the students in the classroom.

Geography is included under the «Understanding the World» section of the Early Years Foundation Stage curriculum (up to age 5). It helps them to know not only the world but also, the other planets in the solar system and the universe too. Because the Earth is closely connected with planets in our universe. That is why geography has become one of the extra curriculum study in the classroom today. However some teachers have some challenges while they are teaching. No two teachers are alike, and as someone grows as a teacher, he will discover what suits his philosophy and personality the best. Teachers will also build one or more teaching philosophies that are unique to you and suitable for achieving your ultimate objective, which is the learning of his students. In order to meet the demands of the students and the intended learning, try to build a repertoire of tactics. [3]

DISCUSSION(ОБСУЖДЕНИЕ/МУХОКАМА) In order to achieve better accomplishments teachers may use some classroom activities which are amazing and engaging. The objective of these activities is to inform the last geographical information although they are noisy, however being involved in these activities can be a new experience for some children.

Teachers may make a choice about a style of the lesson before teaching. For example, teacher-centered or student centered, enquiry-based learning

will be suitable for the students according to the age of students and the topic. The teacher can organize a task “Find the location” with two students in order to develop the pair work. It helps them to realize the continents’ name and location on the map. This activity is considered as a student centered. [2]

Next one is called “Draw the continent”. Teacher asks students to draw the continent or a country which was shown for them for imitating like the architects. In this case they try to remember the shape of the continents, countries in their mind. This can help them also to know the territory of those too. Next one is called “Geo-Scavenger Hunt”. This activity is available for all ages of students who know the names of the countries and capitals. Teacher helps them explore different countries, landmarks, or natural features. Explanation is following, students are provided clues or riddles about countries or physical features. For example, “Find a country known for its pyramids.” Students use maps or apps to find the answers. If there are no enough cellphones to pupils, teachers can use some photos of the countries. [1]

RESULTS (РЕЗУЛЬТАТЫ/NATIJAR). After some useful and interesting activities students can get interested in funny geography, as a result they try to know and preserve our environment. By preserving surroundings they can become environmentally-friendly because of fostering some useful competences while they are learning this field. In fact, not only does geography teach to the students our planet and countries, oceans, continents but also it can help them learn preservation their neighborhood. As a consequence, their interest and knowledge were increased by sharing this information. Looking at some statistics, it has been informed that 50% of all students at the school are eager to know this subject. [3]

Developing teachers’ pedagogic subject knowledge for teaching, is a crucial component of learning how to teach geography. This relates to geography education. Learning how to teach English, maths or physical education is not the same as this. Teachers are gaining knowledge on how to instruct pupils in geographical thinking.

Pedagogy and curriculum are sometimes confused. Curriculum relates to the subject matter being taught, whereas pedagogy is defined by Ofsted as the process and practice of teaching. Both pedagogy and curriculum are examined in connection to geography

in the teaching and curriculum of geography. It's critical to consider pedagogy—the process and approach of teaching—in connection to the subject matter being taught. The geography material is important. When choosing the pedagogy to employ, the subject should always be your first consideration. The pedagogy which teachers choose will depend on the subject matter and concepts they are teaching. Teaching students how to be geographers—that is, how to act and think like geographers—should be teachers top concern. [2]

The ideal technique to teach subjects is a topic of much discussion in educational circles, and you will come across a lot of opposing viewpoints. The significance of a knowledge-based curriculum is emphasised by some. Others think that in order to prepare students for the workforce, teachers should focus on helping them build their competences and skills. While some educate based on students' interests and experiences, others aim for students to learn as much as they can by «investigation». [1]

All of them are valid in specific situations, as is the case with many things. However, good teaching combines a variety of methods and incorporates each of these when it is suitable for the learning of the pupils. Teaching geography can be done in a variety of ways. Be open-minded as teacher read and witness various pedagogies in geography.

The pages that follow provide a wide variety of methods for teaching geography. In early teaching years, teachers do experiment with each of them—in various settings, with various students, and with various subjects. Speak with geography instructors, study books and journals about applications, and critically assess research findings, but most importantly, test things out in their own classroom and form their own opinion. A geography teaching method is only considered successful and effective if it benefits both teachers and students.

One widely held belief about teaching geography that is frequently promoted in the media has to be dispelled: that pupils may now «Google» whatever they don't need to know. There is a clear lack of knowledge about geography education and how learning happens in this reply. For instance, in order to find the information and understand what is found, some prior knowledge is necessary when using an atlas or conducting an online search. Information is useless if it is not interpreted within a framework. [1]

In this instance, the culture teacher establishes in their geography classroom is the principle. The goal of any educator is to cultivate a healthy classroom culture. Teacher has the power to change this, so he should seek out an environment in the classroom where everyone is respected and trusts one another, where everyone can voice their opinions and share their thoughts. For everyone to feel comfortable participating in discussions about problems and ideas, the culture must be inclusive. During his first few days at the school, he should talk to his mentor about classroom culture, which is related to expectations and classroom management. [4]

Teaching geography offers a variety of instructional techniques that can help teachers inspire students, set higher standards, and make the classroom a happy and engaging place for them to learn.

CONCLUSION (ЗАКЛЮЧЕНИЕ/XULOSA). In conclusion, teaching geography is vital for fostering a well-rounded understanding of the world. It equips students with the knowledge to navigate global challenges, appreciate cultural diversity, and understand the interconnectedness of natural and human systems. By promoting critical thinking, spatial awareness, and environmental stewardship, geography education prepares individuals to become informed global citizens who can contribute meaningfully to a sustainable future. Investing in geography not only enhances academic development but also nurtures a deeper sense of responsibility toward our planet and its people.

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