

Improving the Methodology of Working with a Map in the Process of Organizing Independent Education in Geography Courses

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Abstract

The role and importance of maps in geography education, the methods of working with maps in the process of organizing independent education in geography courses, the possibilities of using maps are considered in the article, and instructions on creating subject maps using ICT in the process of independent education.

Keywords: Geography Education, Cartographic Technologies, Map, Atlases, Demonstration Maps, Wall Maps, Table Maps, Topographic Map.

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INTRODUCTION

In the conditions of the current credit module system, the fact that a large part of the hours of the study load in the curriculum of the educational areas is allocated for independent education requires the improvement of the methodology of organizing independent education. It should be noted that among the subjects taught in higher education institutions, the science of geography is distinguished by a number of its features. Therefore, the use of cartographic technologies in the organization of independent education from geography courses acquires a unique feature.

The main goal of educational reforms in our country is to raise a well-educated, well-rounded generation. In the implementation of this goal, along with many subjects taught in higher educational institutions, the science of geography is of great importance. Therefore, it is necessary to effectively organize geography lessons in the education of the young generation. For this, it is important to use maps in the organization of independent education in geography courses.

PURPOSE OF WORK

Revealing the role and importance of maps in geography education, learning methods of working with maps in the process of organizing independent education in geography classes, considering the possibilities of using maps and developing proposals for creating subject-related maps using ICT consists of output.

THE MAIN PART

Maps have been used since ancient times at all stages of geography education. Cartographic materials are often used as additional exhibits to the lesson. Geographical maps can be used in all forms of teaching, i.e. in teaching, practical work, independent work, knowledge assessment and quizzes. Therefore, methods and guidelines for finding and using better maps for each topic for effective and successful use of maps in independent learning in geography courses and preparation for lecture and practical training topics. Should be done correctly. In the initial stages of geography courses in higher educational institutions, it is necessary to introduce the first, simple cartographic concepts and further expand students' imaginations about them. In this, concepts, skills and competences are formed about map, scale (mashtab), conventional symbols, geographical coordinates.

The most responsible part of working with cartographic materials is to read them and draw appropriate conclusions based on them. If the students have the above knowledge, skills and qualifications, they will independently carry out these responsible tasks. By studying maps and atlases, students can write a geographical dictation on a continent or a natural geographical region. For example, they write information such as geographical location, natural conditions, relief, geological structure, mineral resources, climate, soil and vegetation cover, animal world and hokozas of a geographical object.

In the publication of maps for higher education, wall demonstration maps occupy the main place. First of all, they should provide elementary and general lecture material on fundamental sciences. They should give an initial idea about

the spatial location, condition, structure, relationship and development of natural and social phenomena based on the use of geographical principles. In addition to demonstration maps, during practical training and independent work of students, it is envisaged to create other types of wall maps, table maps and atlases, educational topographic maps and blank map bases. In general, the creation and updating of educational maps does not lose its relevance at any stage of the development of society and, in turn, always requires a responsible approach.

The organization of independent education in geography courses cannot be imagined without cartographic materials, therefore one or another cartographic materials should be used depending on the subjects of the subject. At this point, it should be emphasized that in the correct organization of independent education in geography, that is, the correct and effective use of cartographic materials, the personal capabilities, professional skills of future geography teachers and it also depends on the level of creativity. Because sometimes there are no maps for every topic. For example, we use a natural map of the world, sometimes separate maps of the continents, when teaching the Natural Geography of Continents and Oceans course. But we also use the natural map of the world in the process of teaching the natural geographical regions of the continents. With the help of this map, the possibility of fully explaining the unique features of natural geographical regions is limited. In such situations, students should use ICT to create maps of natural geographical regions that are suitable for the topic.

Electronic types of maps are widely used in educational institutions with modern information processing and presentation tools. Unfortunately, some educational institutions of our country are not fully equipped with such modern technology tools. Taking into account such problems, students can create maps in geography courses that correspond to world standards for each subject with their own hands.

Preparing maps for students' independent learning has the following advantages:

- Educational exhibition material suitable for each training topic, covering only that topic and not confusing with other information is created.
- In the process of searching for maps on the Internet on the desired topic, materials and visual aids on other topics are also viewed, and the possibility of using them as an experiment increases.
- The experience of students in searching for information and finding the necessary knowledge is formed.
- The presentation of electronic maps in different languages and the expression of conventional signs in other languages motivates the study of foreign languages through the geography lesson, the variants of scientific terms and terms in foreign languages are compared with each other.

- There will be an opportunity to use the work of students in combining printed maps.
- In the process of preparing maps, students develop skills in many disciplines such as information technology, drawing, construction.
- Ready-made maps are collapsible and occupy a small volume, as a result of which it is possible to place them sequentially in the register, facilitating their storage and sorting.
- It is possible to present the desired part of the map itself, along with pasting it on magnetic boards.

By putting the map parts in their place and sorting them, students' knowledge about the location of geographical areas will be further improved, and their interest in science will increase. The above advantages serve to increase students' knowledge, skills, qualifications, and the effectiveness of lessons not only in geography, but also in other subjects.

The process of preparing geographic maps is as follows: first of all, the necessary maps are selected through the Internet search system and saved to the computer memory. In most cases, geographic maps are given in the form of pictures.

Almost all students are proficient in using office software, but most of them rarely use Microsoft Publisher in the 2010 version of the Microsoft Office suite. Many of us do not know that this program is useful for printing large-scale exhibitions (business cards, posters, slogans, large-sized banners). Launch this program and select the *Дополнительные размеры пустых страниц* section (Fig. 1).

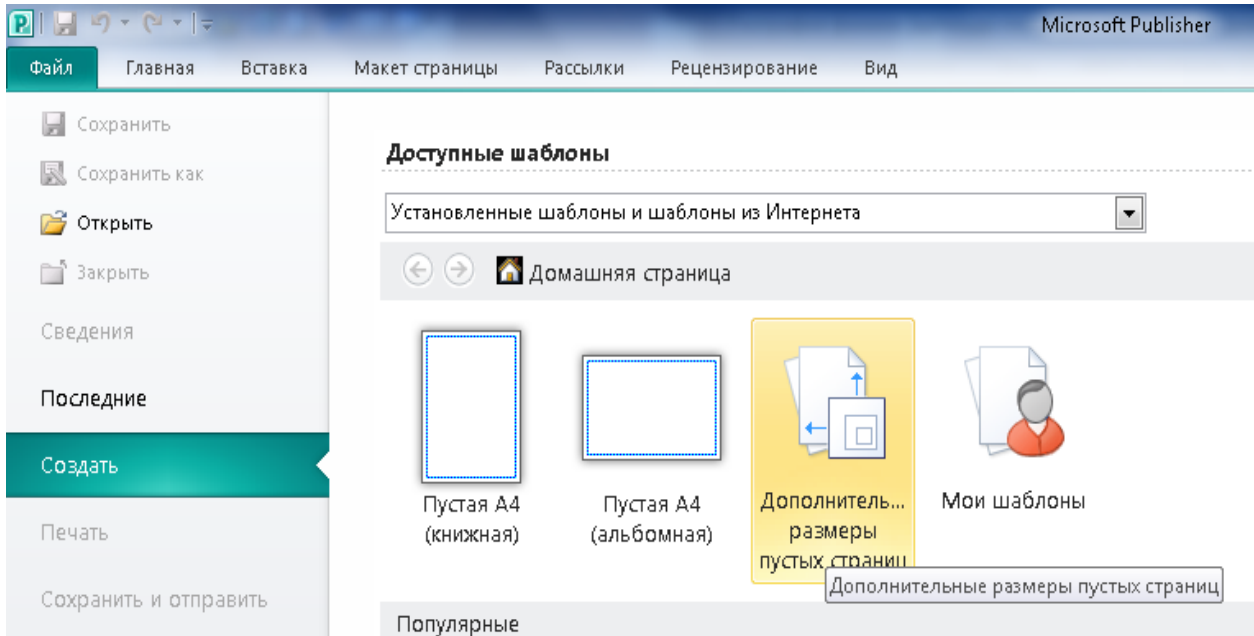


Figure 1

After that, *Создат новый размер страниц* department is selected. Enter the desired size in the resulting dialog box (Fig. 2).

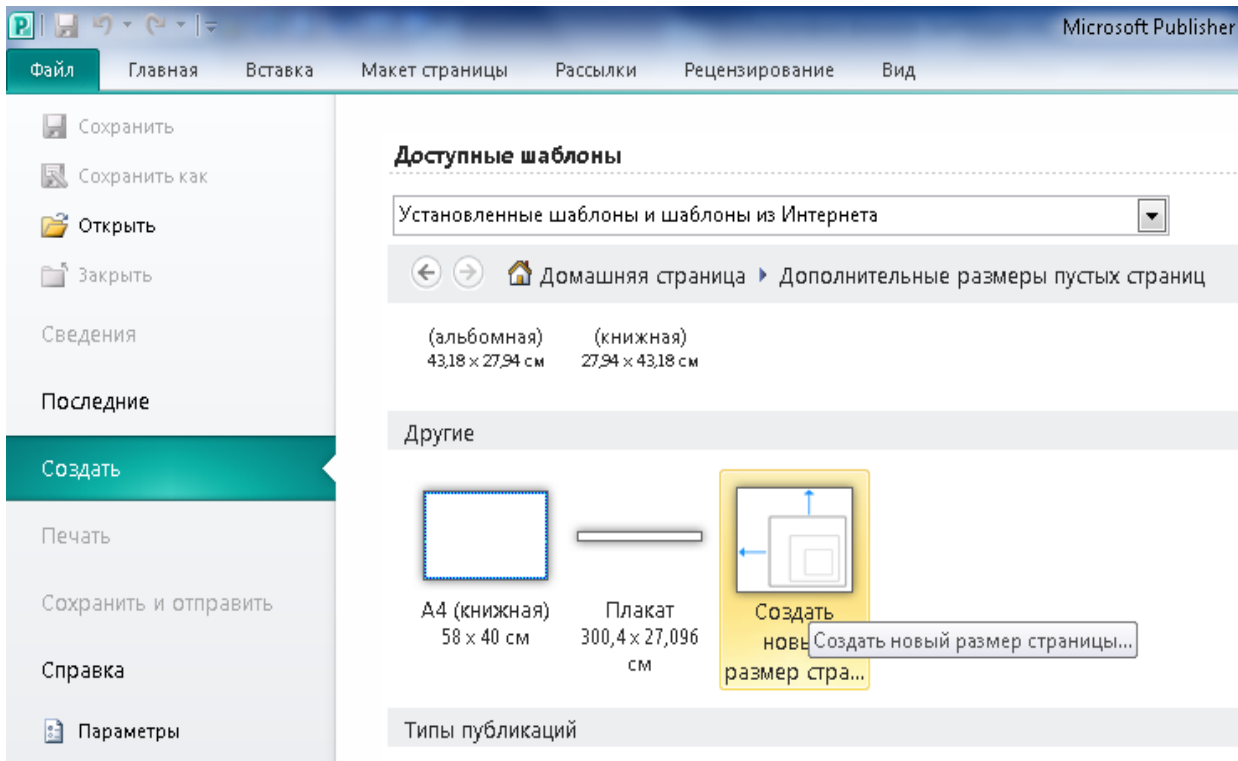


Figure 2

In our example, the required size is 100 / 80 cm. (Figure 3).

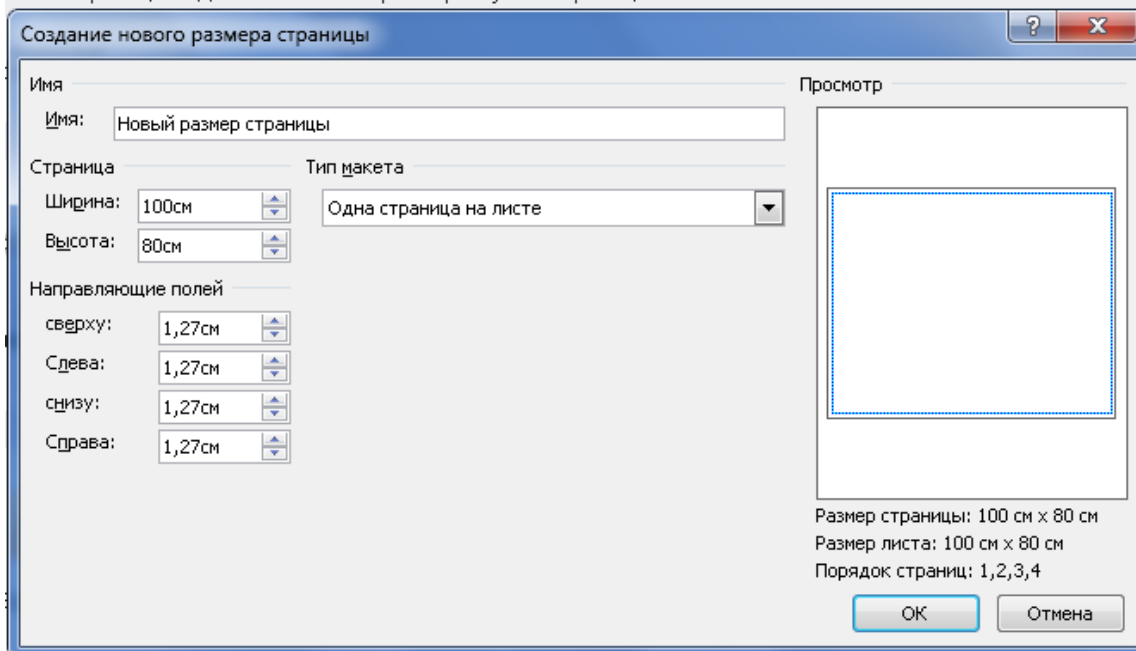


Figure 3

Select the **Рисунок** command from the **Вставка** section, select the desired map image and enlarge the inserted image to the desired size (Fig. 4).

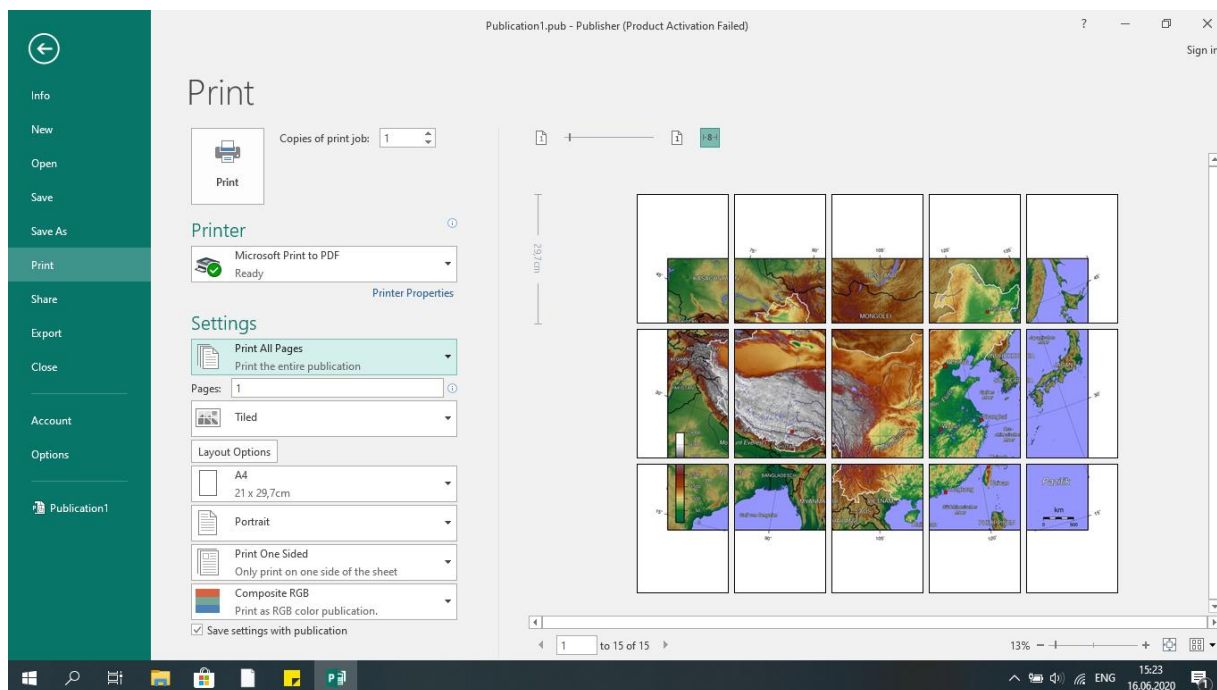


Figure 4

We will save and publish the resulting **Публикация**. The map is printed in 15 sections. The image of the map is printed on 150 g/m² A4 paper, and they are attached to each other using scotch tape on the back side. The result is a

storable map that can be folded and stored. They help to make practical training more interesting, make it possible to use different methods in the course of the lesson.

CONCLUSION

It is not for nothing that they say "the map is the window of the science of geography". Because geographical knowledge cannot be learned without using maps. The maps contain information, diagrams, tables, pictorial landscapes that are not included in the textbook. Using maps is one of the best ways to improve the quality and effectiveness of teaching. This creates an opportunity for students to get independent education, expand their worldview and apply the acquired knowledge in practice, activates their cognitive activity, increases the effectiveness of education, and improves the quality of mastering the educational material. By working with the map in the process of independent education, general learning skills and competencies

are formed in students, and the level of these skills and competencies lays the groundwork for successful continuation of education. Giving students independence in working with maps, creating favorable conditions for them to acquire new knowledge based on the acquired knowledge, will form such qualities as having an independent opinion and giving a full statement of their opinion.

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