

EDUCATIONAL IMPORTANCE OF TEACHING GEOGRAPHY IN SECONDARY SCHOOLS.

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**Annotation:** The study of geography enriches the personal experience of secondary school students, allows them to gain knowledge about the laws of cause and effect, phenomena and processes that occur in the environment and nature around us.

**Key words:** Auxiliary school, natural phenomena, geographical phenomena, observation, thinking

In connection with the independence of Uzbekistan, significant changes have also occurred in geography education. Structural changes were made in the content and structure of the school's geography. In connection with the adoption of the "national program of training" and the "law on education" in Uzbekistan, as in all disciplines, radical changes have occurred in the science of school geography.

The content of education in an auxiliary school is understood as the totality of knowledge, skills, qualifications that are given in schools, ensures the psychological and physical development of students, prepares them for work, for life. Content of education " what to teach?" and is inextricably linked with the purpose of education and training, and is revealed in curricula, programs and textbooks. The content of Education went through specific periods of development until it reached its current level. A.Avlony, T.N.Quari-Niyazi expressed their valuable opinion on this matter, saying that it is impossible to develop a person without environmental evidence, since thinking develops through evidence. Gradually, strict requirements began to be imposed on special education as well. Auxiliary school academic disciplines began to include keeping a home, living a life, painting, exercise, acquaintance with nature. Auxiliary school education is inextricably linked with the correction of cognitive activities of mentally retarded children. Only then will the personality of the defective child be properly formed. In time E.V.Gere and N.V.Chekhov said:" through properly organized education, they prepare for an independent life, they can feed themselves without resorting to social charities."

The basis of the comprehensive education of teachers of the auxiliary school is the formation of the correct worldview in them. In auxiliary schools, students who are in need of special assistance are given knowledge of nature and society; knowledge makes it possible to understand the laws of development of the objective world. On the basis of the knowledge gained, students of auxiliary schools have a different worldview, thinking and cognitive abilities develop Correctional.

Distinguishing the main idea, facts, concepts and laws in geography, taking into account the age and individual characteristics of students of auxiliary schools, clarifying Correctional Educational Directions that allow mentally retarded students to consciously assimilate knowledge;

- formation of the correct worldview of students of auxiliary schools on the basis of Geographical Information and providing ways to educate them in the spirit of national independence;

- to identify the possibilities of instilling practical skills and abilities in students of auxiliary schools;

- to determine which increases the activity and methods of auxiliary school children in the educational process;

-to teach students of auxiliary schools to work through the science of geography and to reveal their essence and tasks in their integral, educational and aesthetic, environmental education, in the formation of students ' personal, worldview;-to arm students with knowledge based on scientific evidence, taking into account the age, individual characteristics of students of auxiliary schools, corresponding to the course of geography and;

- development of types of Organization of special correctional education;
- development of requirements for textbooks and other educational ponds;
- development of educational weapons and methods of their use, corresponding to the age of students by courses;
- to acquaint students with the content, types and methodology of local history and extracurricular work.

In the auxiliary school, geography teachers introduce the main component (component) of nature and the nature complex. Geography courses at the auxiliary school provide mentally retarded students with knowledge of the Earth's surface of the planet and the history of its formation, its waters and the natural zones of the globe, as well as natural resources. As auxiliary schoolchildren study geography, they become familiar with phenomena that they do not yet know about exchange of the day for the night, the seasons of the year, the daily cycle of the Earth, the knowledge of the Moon, The Sun, the Earth and understand their laws. The study of the basics of science makes it possible, instilling in you the desire to learn the laws of nature. The educational task of the geography of the auxiliary school consists in ensuring that the basics of geography, which is a component of special education, are thoroughly mastered by mentally retarded students, arming the pupils of the auxiliary school with the necessary skills and abilities necessary and directly applicable in the imagination. Geography education requires the absorption of the following into the minds of mentally retarded students. First of all, the geographical object to be studied must be carefully mastered. Auxiliary schoolchildren should know exactly where the object under study is located, how it is issued on the card, its specific nature. It is important that at the auxiliary school they practice working with the card in all the lessons of geography, which is a great occupation. Next, the specified geographical objects specified in the program should be observed by as many mentally retarded readers as possible, and in the absence of the possibility of observation, determine the nature of its placement from the card. It is of great importance to carry out observation work on the site. Observation allows you to form clear, imaginative, conscious concepts.

In order to have a clear, clear idea of \u200b \u200b (about) geographical objects without the possibility of observation, it will be necessary to study the card diligently, compare it with similar objects near the school, work with various pictures. With the observation of the geographical personnel of the auxiliary schoolchildren, they realize that according to the laws of cause and effect, they need each other "why?"it is necessary to teach to be able to answer the question" what?" The main and most important aspects of geography education in an auxiliary school are the conscious awareness of the laws of communication and connection between geographical objects by mentally retarded students. In the auxiliary school, such a burn of geography uxitash is originally accurate in geographical content of weak students; teaches to think over the data and to geographic muxokama, a conscious understanding is formed. Direct tracking, comparison, identification from the card, working with the contour card "why?"it will be possible to answer the questions intelligibly. As a result of the study of geographical objects and phenomena of people, students of auxiliary schools will learn that they are used in economic activities, in particular, in madsadi, to increase the material well-being of Natural Resources, and influence nature. Geography education in an auxiliary school, together with the implementation of the tasks described above, expands the range of knowledge of mentally retarded students and contributes to the correctional development of their thinking. The assistant should be accompanied by the disclosure of geographical laws to the study of geography in the school. With the study of the geographic shell and the geographical conditions of certain areas in the globe, students will learn that the hydrosphere, atmosphere and lithosphere are interconnected and influence each other. Readers will also understand that the geographic shell is in constant movement, change. Geography courses in the auxiliary school are the laws of the interaction of nature and society with each other:

a) influence of natural conditions on the development of the national economy;

b) a person learns from the point of view of the influence of economic activity on nature. In the educational discipline geography, mentally retarded students are required to use only natural conditions, to illuminate the negative and positive effects of man on nature. As students of auxiliary schools learn general and private concepts in the process of a geography lesson, they deduce certain phenomena, determine the signs of Mukhim by comparing them and get used to drawing conclusions. With the study of Geographical Information, new concepts and expressions, the vocabulary of students increases, their speech develops, going to learn to describe geographical objects and objects. With the memorization of Geographical Names, their memories develop. In teaching geography in an auxiliary school, the reason for the fact that the abstract thinking of mentally retarded students is not well formed is that giving knowledge through didactic games, game activities in geography lessons has a good effect. Comparing, comparing the knowledge gained by them through games, methods such as induction, the organization of the crassward, cheerful and resourceful competition, gives the expected result. In the process of studying their country, students of auxiliary schools will learn to apply the knowledge gained in the geography course to marriage; information about their country will give an impetus to active participation in the cocktail.

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