

EDUCATIONAL, EDUCATIVE AND DEVELOPMENTAL GOALS OF DISTANCE LEARNING OF GEOGRAPHY

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Geography education, as an integral and integral component of the pedagogical process organized at all levels of the continuous education system, serves to educate a well-rounded person in accordance with the general goals set for higher education institutions. Also, geography education forms students' scientific worldviews about the Earth, builds socio-economic knowledge, with knowledge and understanding of the interdependence of society and nature, geographical objects, processes and events in countries and different regions of the world, equips, educates geographic culture, which is a component of universal culture.


Effectiveness of remote teaching of geography in the present period is determined by students' acquisition of geographical knowledge, skills, qualifications necessary for participation in education, work and public activities, as well as their importance in the development of the national economy. They, in turn, are manifested in students' worldview, faith, nature, society and personality as a result of acquiring geographical knowledge and education. It is expressed by the students' level of development, ability, need for physical and mental improvement.

The educational goals of remote teaching of geography can be divided into three groups: educational, educative and developmental.

The educational goals are as follows:

- to provide the student with solid knowledge of geography, that is, natural and economic and social geography. Revealing the scientific, technical and economic bases of nature use and protection;
- to create an opportunity for students studying in higher education to acquire economic, ecological, geopolitical knowledge and to direct them to the profession;
- arming students with methods of studying geographical entities and events. Formation of working skills with these methods;





- to reveal the role and importance of natural, economic and social geography and other intermediate geographical sciences in solving major national economic problems. For example, the solution to the problem of the island, the acceleration of the erosion process due to non-compliance with agrotechnical rules in soil reclamation and its prevention, the development of the geographical basis of Uzbekistan becoming a great country;

- to teach students to use geographical maps, reference books and additional literature, to form the skills of applying acquired theoretical geographical knowledge in practice and in new conditions, formation of geographical culture in students.

The educative goals are as follows:

- to justify that the future of Uzbekistan is a great country, to make students proud of the power and prosperity of our Motherland, to form feelings of national pride and national pride;

- teaching students to look at interactions between nature and society from a didactic point of view;

- morally correct upbringing of students, teaching them that love for the Motherland and protection of the Motherland is the highest duty of every citizen;

- to help science teachers with labor training and career choice, to help them find their place in the modern age;

The developmental goals are:

- broadening students' view of the scientific world;

- development of students' skills in working with textbooks and additional literature;

- development of students' practical skills for independent work on maps and maps without writing;

- development of speech and communication culture of students.

Also, the goals aimed at developing students' ability to be curious:


- arousing interest in geographical knowledge and problems;

- enabling students to develop observational, memorizing, thinking, imagination and speech skills:

- to teach students to solve geographical problems within their capabilities, to form a complex and synthetic approach to events and processes in them.

It is desirable to be able to apply the acquired theoretical knowledge in practice, i.e., to form competence, in the distance education of geography. Competence is the ability to apply existing knowledge, skills and abilities in daily activities. In our country, the following basic competencies are formed based on the continuity and integrity of education, the priority of the student's personality and





interests. According to the nature of competence formation, it is divided into basic competence and competence related to science. Basic competence is divided into the following types: communicative competence, competence of working with information, competence of self-development, competence of socially active citizenship, national and general cultural competence, mathematical literacy, competence to be aware of and use scientific and technical innovations.

There are the following types of competences related to the subject, which are formed in students in distance education of geography:

- competence to observe, identify, understand and explain natural, socio-economic processes and events;
- competence to correctly use geographical objects, place names;
- competence to use globe, geographical atlas and maps in practice;
- competence of nature protection and environmental culture;

In conclusion, it can be said that in remote teaching of geography, the formation of basic and scientific competences in students, development of geographical knowledge and concepts, the driving force of geographical education and training, the main unit of the content of the educational material. It is appropriate to educate a student's personality through the distance education of geography through the means of educational, educative and developmental goals listed above. Quality knowledge, skills and abilities serve to increase the effectiveness of science.

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