

METHODOLOGICAL DESCRIPTION OF THE USE OF ARTISTIC CREATIVITY IN SCHOOL NATURAL GEOGRAPHY LESSONS AND ORGANIZATION OF EXPERIMENTAL WORK

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Abstract: *The advantages of using the method of artistic creation and its positive results are explained in school natural geography lessons.*

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INTRODUCTION

Today, not only in the developed countries of the world's education sector (Finland, Norway, Israel, Japan, South Korea, the USA, Canada, etc.), but also in our country in recent years, fundamental changes in the education system, new educational methods passing classes on the basis of methods is the most important issue. However, it must be admitted that there are still fewer methodological guides and recommendations for geography in secondary schools. This hinders schoolchildren's interests and desires in geography classes, and prevents them from continuing their professional activities related to this subject in the future. Therefore, this research work presented by the author serves as a solution to the above problems and to increase students' interest in teaching processes and to further increase the prestige of geography among other subjects. In particular, the results of experiments in these processes showed that as a result of theoretical and practical harmony, the expansion of their imaginations based on the delivery of geography to students through the method of artistic creation, the basis for their full understanding that the science has its own important aspects in society will be.

METHOD OF EDUCATION

The efficiency indicator of methodical work in the process of natural geography education in schools, the mutual scientific connections between the teacher and the student, as well as strengthening their analytical knowledge and imagination on the topics, comparing its results and providing solutions to existing problems. is one of the important goals of education. At this point, the improvement of society's life and the standard of living of people depends on the conscious, high-quality solution of problems. The fact that the use of artistic creativity in school natural geography lessons in educational practice has not been developed in the educational system of our country shows how relevant this subject is.

RESULTS

Based on the requirements of today's time, it is required that the teaching skills of the pedagogue are at the required level, and the student's interest, concentration and memory

ability, and the skills of achieving efficiency using any method in the educational process are formed. However, the activity in this regard always takes place at different levels, and in this situation there is a need to carry out changes in pedagogical processes. Otherwise, the intended goal of the educational process cannot be achieved. It is necessary to abandon the old traditional methods in order to educate a mature staff with an independent mind and outlook. In this regard, this research work is of great importance.

In these processes, during the organization and conduct of experimental work, the current educational system, the state of the natural geography of the school, the problems faced by the teacher, their solutions, the extent of the students' interest in science, and so on. We would like to give an opinion on the ways of its implementation.

First of all, when using the method of artistic creation in school Natural Geography lessons, the geography teacher selects the necessary parts from popular scientific and fiction literature, only those items that are geographically characteristic. In some cases, a smaller work of art or a poem can be used in its entirety.

Secondly, the materials selected from the examples of artistic works during the lessons may consist of one or more parts. However, they should be logically connected to each other. Undoubtedly, the level, patriotic idea, educational and educational purpose, aesthetics, and influence of any selected piece of art work should be strong. Only then, the teacher can achieve the intended goal by using the method of artistic creation in school natural geography classes.

Thirdly, special attention should be paid to the connection between geography and nature elements in the artistic piece. Sometimes, some parts of the selected material can be replaced by the author himself (the teacher) without harming the content and idea.

Fourthly, in order to use the method of artistic creation in school Natural Geography classes and to explain it, sufficient skills and competence are required from the teacher. If the selected material is read slowly, if the content is not revealed, if explanatory work is not carried out in accordance with the topic, the content and essence of the poem or other materials will not affect the students. Therefore, the teacher should also have the art of expressive, fluent, explanatory reading of the selected artistic creation material. When reading, it is necessary to pay special attention to the low and high voice, pronunciation, punctuation marks, rhyme.

Fifth, even if the selected piece of art is interesting, but if the teacher does not express it correctly, the students will not be able to get enough information from the given source. If the material is read uniformly without images, its impact will be reduced. Therefore, it is important for the teacher to read figuratively using gestures and different intonations.

Sixth, the geography teacher should practice reading the material of artistic creation related to the subject before the lesson. If expressive reading of poems is consulted with literature teachers, it will strengthen the relationship between interdisciplinary pedagogues and cause the process of integration to become more active in practice.

Seventh, the cases of using the method of artistic creation in school geography lessons are diverse. Which method to use depends on the nature and content of the material. It is

very impressive if the teacher recites the passage from memory in an expressive way. The educational, educational, spiritual and aesthetic value of reciting is very great.

Eighth, larger passages, works are read according to the text. In this case, the teacher can explain words or phrases along the way. If the comment distracts the readers, it is better to leave it after reading the passage. Sometimes the teacher can repeat the content of the read passage. In this case, it is important to try to fully reveal the content of the piece and preserve its artistic features. Because in this process, the material should not harm the relevance of the topic in the textbook and the emergence of imagination.

Ninthly, depending on the content of the artistic piece and the character of the subject of the lesson, it can be used in different parts of the lesson (beginning, middle, end). Or, if it is read before starting a new topic, it serves as an introduction to the conversation, and it draws the students' attention to the new topic.

Tenth, the most important aspect of using artistic creation materials in school Natural Geography classes is that it encourages students to read additional literature, especially fiction. This serves as an important means of popularizing and attracting them to reading in accordance with today's demand. Always remember to directly connect the topics with the geographical atlas, map. If it is difficult to directly connect the topics with the card, if the students' attention is divided, it is necessary to separate the material into some parts and explain it by showing only the relevant places on the card. Undoubtedly, the connection with the geographical map is the key to geographical knowledge.

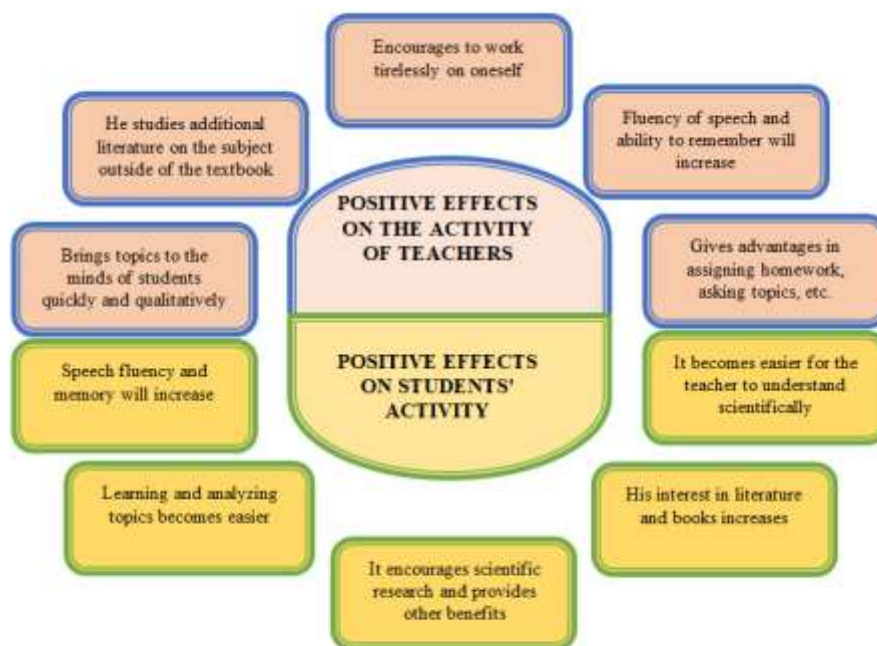
DISCUSSION

To convey to teachers the best experiences and pedagogical technologies collected in the teaching of natural and geographical sciences, using the scientific potential of the professors of the Institute of retraining and professional development of pedagogues in the public education system and other educational institutions. , it is appropriate to create an opportunity to improve their knowledge and skills based on their needs, especially to provide methodological support for such research works.

Using the method of artistic creation in school natural geography and the above methodical instructions have a positive effect on the activities of teachers and students during lessons (see Figure 1).

We can clearly see that the following positive results have been achieved in illuminating the topics of natural geography and inculcating them in the minds of students through artistic creativity.

Figure 1



Positive effects of artistic creativity on teacher's and student's activities

(Compiled by the author)

Taking into account the above circumstances, it can be said that one of the positive actions aimed at improving the quality and efficiency of education is the proper organization of lesson processes.

As a result of using the method of artistic creation, all-round lessons are effectively organized, and the relationship between the teacher and the student becomes stronger.

CONCLUSIONS

1. To form the geographical knowledge of the young generation, the organization of experimental work conducted within the framework of scientific research on the basis of educational approaches is one of the requirements of the current era. A special method has been developed that helps to determine the goals and objectives of the activity, the formation of knowledge, skills and qualifications related to geographic education and its enrichment.

2. As a result of the use of artistic creations in school natural geography lessons, it was proved that students' interest in science, increase of their spiritual and moral education, their attitude towards reading, and the development and strengthening of geographical knowledge, skills and abilities.

3. The analysis of the results obtained before and after the test in the control and experimental groups at the final experimental stage confirmed that the expected result was achieved. That is, the organization of lesson processes through artistic creativity in school natural geography classes in the experimental group significantly increased the level of geographical knowledge, skills and competence of students.

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