

METHODS OF USING MAPS IN TEACHING THE 9TH GRADE COURSE OF ECONOMIC AND SOCIAL GEOGRAPHY

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Abstract

One of the most important goals of geography and social science courses is to have the ability to read, analyze, and understand maps. In social science education, there are many topics related to maps and the concepts of maps. Geographic location is one of the most important topics. The purpose of this study is to assess the knowledge of undergraduate students about their geographical location. For this purpose, research was conducted on questions and activities related to geographical location and related concepts. The study explains the details and results of the research conducted by students.

Keywords: Applied geography, social geography, economic geography, cartography, atlas, planning, geographical forecasting, function, typology, generalization.

Introduction

Today, maps can be found almost everywhere, and they are used in a wide variety of fields. Therefore, it is important to know how successful educational systems are in teaching and learning map-reading skills. Establishing map awareness in the first years of education allows students to become effective users of maps in the subsequent period. Therefore, it is very important to distribute children's maps, to develop better maps for children in the field of education. In addition, map-based training of teacher candidates is also crucial. Effective use of maps depends, first of all, on the knowledge and experience of teachers on maps. In addition to the quality of existing maps, teachers should be conscious and prepared to use and teach maps in their lessons. Effective use of maps should begin in the first years of basic education[3]. Therefore, it is very important that the departments of geography and social sciences of universities succeed in teaching the skills of reading and perceiving maps. Students who graduate from these departments play

an important role in teaching map concepts, as they will become teachers of the future. At the same time, cartographers are entrusted with important tasks and responsibilities in this regard. Cartographers or map makers should encourage children and young people to use and enjoy maps, increase children's and young people's understanding of how to engage with maps, and raise the standard of maps and atlases created for children and young people.

Mythology

In recent years, as a result of the need for maps in social and geographical sciences, many studies have been conducted on the use of maps, map users, teaching map concepts, etc. for schoolchildren, as well as teachers. The project "Restoration of the International Project: Use of Maps in Argentine and Hungarian Schools," implemented by experts, cartographers, teachers, and students between Argentina and Hungary, and experimental work carried out by students aged 12-14, has been completed. The scope of the project, carried out over two years between 2004 and 2005, states that in 2004, maps were used in primary and secondary education classes, and in 2005, research was conducted on the reading and perception of maps presented in various ways. The curriculum of social sciences for grades 4-7 was analyzed in terms of map usage, and current maps were analyzed at the PhD level in Turkey in terms of general cartographic design and map usage by children. As a result of the final qualifying work, proposals were made for the design of children's maps based on the curriculum of social sciences for students in grades 4-7[2].

In order to analyze the current situation and the use of maps in social science courses, qualitative and quantitative studies were conducted with social science teachers and 6th-grade students. In addition, an algorithm for using the map is proposed, which includes the cognitive development of the child[4]. "Learning and teaching with the help of maps" is one of the most important studies on the design of children's maps and the teaching of map data to users of childhood. The researchers examined in detail how to teach children cartographic problems and map information[1]. Children are classified according to Piaget's theory of cognitive development, and map-related activities are included according to these age groups. In another study, a survey of teachers was conducted to determine the level of understanding of maps, graphs, and shapes used in 7th grades of primary school. At the end of the study, it was noted that there are not enough large-scale

maps used by teachers, the teacher plays a large role in increasing students' interest in the map, and the duration of the course is insufficient for using the map[5]. Another study was conducted on the method of teaching interpretation of topographic maps. Students learned to read and interpret topographic maps using a set of simplified map exercises. Students studied in this field, unlike in the traditional classroom. Map symbols, distance, direction, shape, and relief are among the topics of map interpretation taught using this method. A study was conducted to determine the skills of primary school students in using maps and spheres among 6th-grade students. As a result of the research, it was revealed that students did not have sufficient skills in using maps.

Discussion

Studies conducted in various countries show that the study of maps began at a very early age[6]. The use of the map is practically included in the curriculum of second grade (7 years) in Hungary, second grade in Portugal, first grade (6 years) (9 years) in Bulgaria, the beginning of school years. A user survey was conducted, during which students (11-18 years old) and students of geography (18 years old) had to solve a number of cartographic problems using topographic maps. The results show a tendency for students' scores to increase with age, which can be explained by cartography education at school. Teachers are required to develop some skills that require technical skills, such as GIS (geographic information systems) and fieldwork skills. In this context, there are many studies that have been achieved with both students and teachers. In our country, there are few studies conducted among undergraduate students or candidates for teaching, and no research has been conducted to measure the adequacy of map data for teachers today. However, a study was conducted with candidate teachers studying social sciences on the concepts of maps and the use of maps. Since the results were silent in terms of map data and map usage, researchers concluded that there is no mapping consciousness from primary education to higher education and that research needs to be conducted in this regard.

Results

Shortcomings in the concept of mapping at the end of primary and secondary education affect geography courses in secondary education and, accordingly,

success in social sciences and geography in higher education. Research conducted with undergraduate students in educational departments also makes a significant contribution to the development and popularization of map use. The main goal of this study is to assess the geographical location skills of undergraduate students of the Department of Social Sciences Teachers. The teaching of maps and map concepts in primary and secondary education in Turkey is the responsibility of social science teachers.

Conclusion

When studying the curricula of social sciences in basic education, it is often observed that maps and map topics are included in the curricula. On the contrary, when studying the curricula of the departments of social sciences education of universities in general, it is clear that neither the basic concepts of maps nor cartography were introduced. Teacher candidates who do not have sufficient information on the map are not expected to be able to graduate. Students of the Faculties of Social Sciences, Geography, and History will become teachers in the near future[7]. Therefore, it is very important to determine whether these students are learning map concepts before graduation. The first place where map concepts are taught is basic education. The better the concepts of maps are taught in primary education, the more widespread the use of maps, the mastery of the consciousness of using maps, and the effective use of them. All these reasons are that maps and related topics should be taught in the best way at universities.

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