

THE USAGE OF ORAL, EXPLANATION AND STORYTELLING METHODS IN TEACHING GEOGRAPHY

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Annotation. This article studies the usage of different methods of teaching geography. It also discusses the oral, the explanation and the storytelling methods in teaching geography.

Key words: speech, lecture, reading, skill, method, oral, storytelling.

Oral methods are the basis of teaching geography is one of the methods. Because all kinds of teaching methods must be used in one form or another. The teacher's oral presentation must meet the following requirements:

- be scientifically accurate and scientifically based;
- knowledge must be logically correct;
- knowledge should be understandable to students;
- The teacher's speech should be interesting;
- The statement should be standard and students should be able to write it down;
- The oral presentation should be accompanied by other means;
- The speech should be well developed.

When used correctly, students will be able to:

The teacher develops the ability to observe ideas; geographical accepts knowledge and the connections between them well; the main in the oral statement the ability to master the idea is formed. Reading by a teacher to make students think in a logical way promotes development. One of the advantages of the oral method is that it takes 15-20 minutes a large amount of material is provided and time is used efficiently. Disadvantages of oral presentation methods, along with a number of advantages there is. For example; work with maps using verbal methods textbook skills cannot be developed. Sometimes oral methods can become the main method of teaching, it does not develop students' ability to work independently or little attention is paid to these matters.

In the teaching of the lesson using the method of oral presentation only educational material tries to explain the main content and how the class works, less attention is paid to student activation. The oral presentation method requires students to listen carefully. Therefore, listening to students in oral instruction skills need to be developed. Here is the material that students are given it just needs to be accepted and thought through. Achieve this goal, the teacher must guide the students' learning. This is it by explaining the lesson topic and plan to students. A student to better understand geographical connections develop a plan describing the geographical presence and events. Plan written on the board by the student or announced orally. Students write

this plan in their notebooks. That's what the students say helps them better understand the content of the topic.

After describing the content of the curriculum the teacher concludes. If students have mastered the lesson, they can draw their own conclusions. This is a conversation method is used. Facilitate students' understanding of the content. In order to do this, students need to focus on the most important things. Students' hearing develops gradually. That is why the duration of the oral presentation will vary in different classes. Oral in lower grades the statement can take 5-10 minutes, and in the upper grades it can cover the whole lesson.

Oral teaching methods are divided into the following types:

1. Explanation
2. Story
3. Conversation
4. Lecture
5. Reading.

There is also explanation method to use in geography lessons. Geographical laws, laws and dependencies as well as natural and economic geographical processes are studied by the method of explanation. The method of explanation in the lower grades is to study the following topics Used: plan and map, Earth's annual motion, Earth's interior, mountain rocks, relief and its types, volcanoes, salinity and temperature of ocean waters, terrestrial waters, the structure of the atmosphere, monsoons, cyclones and trade winds, formation of low pressure and high pressure areas, etc. In the upper classes, the method of explanation is the basis of the national economy The structure of industries and the laws of their development, the geography of labor distribution, the formation of economic zones, the transport system and international used in the study of the main types of economic relations and other topics. The method of explanation is carried out in the form of proof. Explanation in the process, the teacher reveals the connections between the events and students with basic natural geographical and economic geographical laws introduces For example, the heat of the sun in a particular place depending on the angle of incidence, the temperature and pressure decrease with increasing altitude flow, etc.

Explanation is great for developing students' cognitive skills important. Encourage students to pay attention during the presentation in order to ask them questions and invite them to express their opinions. For example, how the trade winds affect the African climate; air above the Earth what happens when you climb, etc. During the explanation, the teacher looks at the map, the blackboard, and so on uses visual aids. The method of explaining the following topics in the courses of economic geography can be carried out using: components of the economy, industry and agriculture components and structure of the economy. The explanation should be done in a certain order, divided into parts. For example, a rural area. In explaining the economy, the topic can be divided into the following parts:

1. Agriculture is closely connected with natural conditions
2. General features of agricultural development
3. Agricultural sectors
4. Location of agriculture and basic agriculture and animal husbandry developed areas

To increase the level of proof of natural geographical concepts observation of the content of the lesson being explained, experience, other than the

students it is important to link it to the knowledge they have acquired from the sciences. The story method is a vivid depiction of a geographical being, an event, and an event it is said. The teacher's live speech plays an important role in this. Story method with the student's geographical events and happenings, the being alive in the minds of the students in the formation of images, students with geographical discoveries, unique with landscapes, with the lives and activities of people in different countries uses in the introduction.

The story method must meet the following requirements:

- predictable geographical features, events and happenings to be narrated should be selected;
- story Geographical being, events and phenomena being studied in the minds of students should have a clear idea about;
- The story must be credible, the basic information is secondary must be separate from the data;
- use a variety of visual aids throughout the story;
- Geographical events that most teachers in the lower grades have seen should tell a story about;
- The story is connected with life, easy to understand and interesting need;
- The story is told using the latest achievements in geography should be done;
- The story must be ideologically and politically correct. Then it is necessary to use the information published in the daily press.

The effectiveness of the story often depends on the choice of learning material, depends on the correct ratio of evidence and generalizations.

Throughout the story, the teacher narrates a variety of information to form the basic and most important things, that is, geographical concepts should not forget. How much information is provided and how interesting it is otherwise, if they are not integrated into a system, the relationships between them and the story is intended if the connections are not uncovered and appropriate conclusions are drawn does not work. Strengthen evidence, conclusions and generalizations and and make it easier for students to master.

A conscious perception of geographical events and happenings in the minds of students during the teacher's excursions and travels throughout the story to create may also use personal information obtained. To make the story better and more effective, use a map throughout the story, it is necessary to use herbarium, model, diagram and other materials. Visual aids are created with the help of a teacher story fills and clarifies perceptions. Throughout the story, the geographical presence, pictures depicting events and happenings are also used.

The storytelling method is used to study the geography of individual countries and countries provides great benefits. The story is used at different stages of the lesson. The story is extra can also be a means of communicating knowledge. Sometimes a story lesson can also play an independent role in the process, at various stages an explanation method can be used. In some cases, the teacher is a short story can be explained.

For example, after telling the story of the bell process explains the reason. In grades V-VII, the topics are more descriptive is given. For example, Niagara and Victoria from the big balloons are the new Congo wet equatorial forests in the basin or high mountain landscape can be described. Geographical existence and phenomena in VI-VII classes description, explanation,

interpretation are combined with scientific evidence, V-VI 3-10 minutes in grades, 10-15 minutes in grades VI-VII, 15-20 minutes in grades VIII-IX should be.

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