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## **INNOVATIVE TEACHING METHODS FOR GEOGRAPHY**

*The purpose of the discipline is to form a system of knowledge and skills according to the methodology of teaching geography, which provides answers to the questions: why should we teach? what to teach? how to teach with the help of what to teach? How do students learn and develop? In the course of teaching methods of geography, students master theoretical knowledge and techniques of practical activity. The methodology of teaching geography, being a pedagogical discipline, is closely related to general didactics, pedagogy, psychology, logic and is based on their foundations.*

**Keywords:** *geography, globe, map, methods, presentation.*

**Introduction:** World geography, and knowledge of geography for all people is desirable. In particular, students of geography. The objectives of the course are to analyze the historical development of school geography, geographical education and methodological thought; to master research methods in the methodology of teaching geography; reveal methodology for the formation of geographical knowledge, skills and abilities; analyze the process of learning geography; to form knowledge about the means of teaching geography and the methods of working with them; to study the forms of organization of teaching geography; equip with knowledge about the

features of teaching individual courses in school geography; prepare students for teaching practice and future professional activities of a geography teacher.

The method of teaching geography provides answers to the questions: why teach? what to teach? how to teach? with what to teach? How do students learn and develop? In the course of teaching methods of geography, students acquire theoretical knowledge and practical activities.

The methodology of teaching geography is closely related to geography as a science.

The methodology of teaching geography, being a pedagogical discipline, is closely connected with general didactics, pedagogy, psychology, logic and is based on their foundations.

**Types of teaching geography:** Formation of geographical knowledge, skills and abilities. Traditional explanatory-illustrative teaching, its advantages and disadvantages. Developmental education: problem-based, programmed, modular, their role in the educational process in geography. The formation of ideas, the study of facts. The formation of concepts, the study of cause-and-effect relationships, patterns, the development of skills and abilities, the formation of worldview ideas.

**Teaching methods in geography:** The place of teaching methods in the structure of the educational process in geography. The problem of classification of methods of teaching geography. Systems of teaching methods according to the sources of knowledge (verbal, visual, practical methods) and the nature of the cognitive activity of students (explanatory-illustrative, reproductive, problematic presentation, partially search and research methods). The didactic essence of each teaching method and the possibility of using it in the educational process. Criteria for choosing teaching methods. Levels of assimilation of knowledge in accordance with teaching methods by the nature of the cognitive activity of students.

**Cartographic aids in teaching geography:** A map is an object of study, a source of geographical knowledge, a visual aid. Formation of students' knowledge about the map as a model of the earth's surface, displaying the spatial and temporal features of territories, objects and phenomena. Teaching cartographic literacy:

understand, read and know the map. Types of maps by scale, coverage of the territory, content and purpose, conventional signs. Classification of maps by place in the educational process: wall, desktop, atlases, text, contour, relief, topographic. Methods for working with the map. Descriptions on geographical maps, comparison and overlay of maps. The study of geographical nomenclature. Using maps with other sources of geographic knowledge. Educational functions of cards. Globe, tellurium. How to work with them.

**Visual aids in teaching geography.** The value of visual aids. Educational geographical pictures as a generalized reproduction of real objects and phenomena. requirements for them. The role of geographical pictures in the formation of general and individual concepts. The use of pictures for various didactic purposes: when studying new material, repeating and consolidating, checking the level of knowledge acquisition. Techniques for working with educational geographical pictures. Other geographical illustrations. Drawing on the chalkboard.

**Conditionally graphic aids.** Classifying them according to the method of depicting and presenting educational information (tables, schematic drawings, diagrams, profiles). The sequence and techniques of reading graphs, diagrams, tables. The level of complexity of questions and tasks for conditionally graphic aids. The role of screen aids, audiovisual and computer technology in the process of teaching geography.

**Observations and experiments in teaching geography.** The role and significance of observations and experiments. Program observations (for the weather, the height of the Sun above the horizon, seasonal changes in the state of waters, vegetation, wildlife and economic activities of the population of the area) and non-program observations. Methodological requirements for their organization and conduct. Using the results of observations in the educational process.

**Digital material in teaching geography.** The role and purpose of digital material. Techniques for working with single and group digital indicators. Comparison, rounding of numbers, visual and graphical expression of digital material. Use of economic calculations.

**Practical and independent work in geography.** The content and types of practical and independent work and their place in the educational process. Methodological requirements for their implementation. Difficulty level of questions and tasks. A differentiated approach to the implementation of practical and independent work by students.

Comparisons in teaching geography, their types and methods of their implementation.

**Textbook as a comprehensive means of teaching geography:** The structure of a geography textbook: educational text (theory, explanation, methodology), explanatory and supplementary. Non-textual components: apparatus for organizing assimilation, block for obtaining knowledge and skills, block for self-control and mutual control, illustrative material, apparatus for orientation. Techniques and levels of work with the text of the textbook and extra-textual components. Possibilities of the textbook in the development of students' cognitive abilities and interest in the subject. Use of additional geographical literature.

**Geographic cabinet and geographic area in the school.** The composition and content of the material base for teaching geography at school. The geography classroom and the geographical site are a single school educational and methodological complex in geography. Geography classroom equipment and its main didactic elements. The use of the geography classroom in educational and extracurricular activities.

Geographic area and its importance in the educational process. Typical plan of a geographical site. Placement of instruments and equipment on site. Features of the structure of a combined lesson, a lesson in studying new material, a lesson-lecture, a lesson in the formation of skills, testing and accounting for knowledge, a lesson in generalizing knowledge, a lesson-dispute, a lesson-conference, film and TV lessons, etc. Lecture-seminar form of education geography. Types of seminars for didactic purposes. Forms of organization of educational activities of schoolchildren in geography lessons: frontal, individual, group, collective. Pedagogical analysis of the geography lesson.

Educational excursions are one of the forms of organizing the educational

process at school. Types of excursions depending on their content and place in the educational process. Methodology and stages of organization. The use of excursion materials in the educational process.

**Planning of educational work in geography.** Geography teacher requirements. The system of preparing a teacher of geography for educational work. Plan types. The methodology and content of the calendar and thematic plans, their main sections (the topic and objectives of the lesson, the main content, basic knowledge and interdisciplinary connections, teaching methods and tools, practical and independent work). Lesson plans, their structure, content and purpose. Forms of organizing students' homework in geography.

**Extracurricular work in geography.** The role and importance of extracurricular work in geography in the education and upbringing of students. Features of the organization of the learning process during extracurricular time. Types, forms and methods of organizing extracurricular work of students in geography. Content and modern pedagogical requirements for extracurricular work in geography, its connection with academic work. Geographic circles, societies, clubs, topics and methods of work in them. Extracurricular reading of students in geography. The content and methodology of conducting geographical evenings, conferences, disputes, competitions, quizzes, competitions, geographical weeks of geography. Excursion-tourist and nature protection work. Organization of educational ecological trails. Socially useful work in extracurricular work in geography. Creation of school local history museums and corners. Planning extracurricular activities in geography. As a geographer, I am satisfied with these methods.

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### **Інноваційні методи навчання географії**

Метою статті є шляхи формування системи знань і вмінь за курсом методики навчання географії, яка дає відповіді на питання: Чому треба вчити? Що вчити? Як навчати? За допомогою чого навчати? Як учні навчаються та розвиваються? У курсі методики навчання географії студенти оволодівають теоретичними знаннями та прийомами практичної діяльності. Методика навчання географії, будучи педагогічною дисципліною, тісно пов'язана із загальною дидактикою, педагогікою, психологією, логікою і базується на їх основах.

**Ключові слова:** географія, глобус, карта, методика, презентація.