
FORMATION OF GEOGRAPHICAL KNOWLEDGE IN VISUALLY IMPAIRED STUDENTS

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ABSTRACT: The article reviews the processes, features, stages, problems and solution of knowledge development on geography among students with visual disability.

Visually impaired students' knowledge, skills, qualifications, competence, perception are analyzed.

The pedagogical process is abstract and theoretical; for its implementation it is necessary to create a specific model, and on its basis it is possible to create a specific pedagogical technology [1; 382-b].

KEYWORDS: Knowledge, skills, qualifications, see, listen, feel, distraction.

INTRODUCTION

To our view, the process of forming geographical knowledge, skills, qualifications and competencies of blind and visually impaired students takes place in 4 stages.

The process of formation of knowledge, skills, qualifications and competencies of a students with visual defects.

Stages	Processes
1-	students receive information they see, listen, feel and etc
2-	information in the minds of students is processed through the analysis-synthesis (imagination and understanding are developed)
3-	received knowledge is transferred to others (it will be explained)

4-	possessed knowledge is converted to qualifications, skills and competencies through application in everyday life
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The organization of successful educational activities at all stages of the process of knowledge formation allows the student to acquire quality knowledge and be able to use it in everyday life. However, inappropriate activities of educators and students at different stages of the educational process lead to insufficient formation of knowledge. For example, knowledge may not be accepted by students in the first stage due to the fact that in the first stage the student does not fully master the information (material) given by the teacher (distraction, etc.). Our experiments with visually impaired schoolchildren show that 50% of students complete the acquisition of knowledge in the first stage.

THE MAIN FINDINGS AND RESULTS

The solution to this problem can be found by the teacher using correction-oriented methods. For example, the teacher can focus the student's attention on the material using practical methods and tools (working with a customized map and ICT, working individually, collaboratively, and in small groups). The given materials should be carefully organized. To do this, teacher asks students specific questions during and at the end of the information study.

In the second stage, there might be cases when a learner is unable to analyze and synthesize information due to a complete lack of understanding of the material received (lack of concepts and ideas to prove in his mind, life experience (pre-existing knowledge), etc.), resulting in information not being assimilated and knowledge formation interrupted.

In visually impaired students, it is necessary to develop a qualitative content of theoretical knowledge and knowledge of key words (terms), which allows students to quickly and accurately understand the given material and think consciously.

In the third stage, the student may not be able to communicate what he or she knows to the teacher and others because of his or her emotional state and so on. These shortcomings are overcome by developing the student's self-confidence, presentation skills, artistry, speech skills.

In the fourth stage, visually impaired students are unable to apply their knowledge in familiar and unfamiliar situations in their daily lives due to lack or incomplete adaptation of the necessary tools (specially adapted geographical maps, ICT tools, etc.). It is necessary to provide students with specially adapted maps and ICT tools and to develop the skills and abilities to use

them in the performance of life tasks, so that the students of the studied category can apply geographical knowledge in their lives.

CONCLUSION

In short, the process of acquiring geographical knowledge content in students with severe visual impairment is complicated when the information obtained at the above stages is not related to the concepts and ideas in the mind, the concepts are abstract and fragmentary, and secondary defects exist. The teacher must fully control the process at all stages of knowledge formation in students, take into account the individual and differential characteristics of students, cognitive abilities and, if necessary, achieve corrective orientation of students' knowledge of teaching technologies and methods. We have relied on the compensatory activities of sensory analyzers, the development and introduction of correction-oriented methods and tools in the formation of students' knowledge, skills and abilities in the process of introducing new technologies of teaching geography.

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