PEDAGOGICAL PRINCIPLES OF IMPROVING THE TEACHING METHODOLOGY OF THE FUNDAMENTALS OF TOPOGRAPHY AND CARTOGRAPHY IN INNOVATIVE EDUCATIONAL CONDITIONS

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Abstract. This article presents ideas on the theoretical foundations, specific features and pedagogical views of improving the methodology of teaching topography and cartography basics in the conditions of innovative education.

Key words. Topography, cartography, innovation, method, pedagogical technology, brainstorming, Case study method, chain of terms, pedagogical principles.

Qualified teachers are those who, based on the requirements of the times, constantly renew themselves, conduct their lessons with activities aimed at acquiring the skills of the 21st century and revealing their true potential. From this point of view, since the 1980s, all developed countries of the world have prepared educational programs based on constructivist theory. They encourage the popularization of modern teaching methods and methods that are student-oriented, based on creative and critical thinking, and ensure the cognitive activity of the student. Teachers have the greatest responsibility for setting the new generation on the right path. The main link on this path is future primary school teachers.

In order to facilitate the use of topographic maps, they are marked in a certain order, that is, the sheets of the cards are limited to certain meridians and parallels, and the system of marking the sheets of these cards is called nomenclature. The nomenclature of topographic maps defines the size of each sheet of the map and the location of this sheet on the surface of the earth. The nomenclature of the cards is based on the international 1:1 000 000 scale nomenclature. For the nomenclature of this 1:1,000,000 map, parallels are drawn every 40 from the equator to the poles, and these are designated by the capital letters of the Latin alphabet and are called

lines. The range of meridians is divided every 30 and 30 pieces are formed and they are called zones.

Maps with a scale smaller than 1:1,000,000 are called small-scale or geographical maps. Maps with a scale of 1:200,000 to 1:1,000,000 are called medium-scale or topographic maps, and maps with a scale of 1:100,000 or more are called large-scale topographic maps. The science of teaching methodology of geography not only relies on the science of didactics, but also provides important information for its development. For example, assessment of students' geographical knowledge, skills and abilities, geographical imagination, understanding, formation of a system of ideas, etc. The science of psychology studies the general laws of the mental activity of students, while the methodology of teaching geography studies the mental activity of students, their aspects related to the acquisition of geographical knowledge. Without taking into account the age, knowledge, and thinking ability of the students in the teaching of the subject of geography, it is impossible to effectively influence their educational activities. Because of this, geography teaching methodology is closely connected with the science of psychology. The methodology of geography education is inextricably linked with the science of ecology.

According to the scientist A. Musurmanova, who has conducted research on the issues of quality and effective organization of educational processes, today's world-wide globalization, integration and modernization process has forced the young generation to use yesterday's traditional forms of education, methods and shows that it is impossible to teach and educate them with these tools.

Therefore, interactive methods in educational processes are distinguished by several positive features in increasing educational efficiency:

- students' interest in educational processes increases;
- students' activity increases during the educational process;
- affects the emotional characteristics of each student;

- an opportunity is created for students to master science materials in depth;
- students are influenced in many ways by the pedagogue;
- feedback is created;
- creativity of students increases, diversity of opinions appears;
- students develop life skills;
- negative aspects of students' behavior change to positive ones, etc.

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