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FEATURES OF SKILLS IN WORKING WITH AUDIOVISUAL MEANS OF GEOGRAPHY EDUCATION AMONG SCHOOLCHILDREN TO ONESELF TYPICAL

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Abstract

The formation of skills in working with audiovisual means of geography education among schoolchildren to oneself typical features and their types about word Today 's The purpose of the project is to develop skills in working with audiovisual means of geography education among schoolchildren . to oneself typical importance about information given .

Keywords

geography education, audiovisual tools, schoolchildren , learning skills, visual perception, audio materials, interactive education, maps and animations, multimedia technologies,

In the modern educational process , audiovisual tools (video lessons, animations, interactive maps, virtual laboratories, GIS and presentations) play an important role in activating students' cognitive activity and visually modeling geographical concepts. These tools are sources of education, upbringing and personal development, they are didactic instruments that carry educational information and connect the activities of teachers and students.

Purposeful and systematic use of audiovisual resources builds sustainable knowledge and practical skills in students.

Audiovisual aids present information in geography education in both visual and auditory ways. For example , students can learn about real geographical processes in video lessons view , audio track with listen and analysis to do through the topic deeper understand . Research this as the movie shows and animation through training transfer the lesson interactive does and students fanning to the application further attraction Audiovisual in presentations graphics and multimedia from images used without concepts visually is strengthened , this and analytical thinking Geography in their classes slides or watch a movie such as audiovisual methods students cognitive activity increases and remote education opportunities expands . So so , audiovisual tools geographical data to real conditions approximating tool become service does and in students imagination enriches .

Geographic skills mainly practical training through to the body comes . Experiments and free research in the process students map , model and interactive devices using information in practice uses . For example , like “ GeoBox ” practical tools through students geographical experiments passed , diseases and environment between dependency they learn . Audiovisual in the environment digital maps or virtual labs using work opportunity the students independent thinking and to observe directs . Difficult processes repetition and the results compare to the students the topic to understand strengthens . High good quality exhibition materials and computer tools using independent work organization to grow students creativity and independent thinking develops .

Imagination is that on the surface knowledge and perception product to be , to be independent see through further enrichment possible . Audiovisual content exhibition visualizations presented geographically of objects spatial and functional features complete to understand help For example , karte or 3D globe such as tools to the students spatial relationships to see and analysis to do conditions creates .

To research according to GIS and other digital map technologies in students spatial

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thinking develops and them geographical information wide in scope to use teaches . Visual information through in teaching students memory and analysis to do ability increases : for example , a movie or animation using processes imagination as vision , spatial changes to describe through information further deep is being mastered . So didactic pictures , animations and maps space and in the area relationships to understand facilitates and logical thinking strengthens .

Geography in their classes computer from technologies use lesson efficiency noticeable at the level increases . Modern in teaching methods digital resources (e.g. AR/VR, interactive simulations , 3D models) to students from the place standing big geographical regions study and practical experience transfer opportunity gives .

For example , using virtual reality (VR) the students various " traveling " to the regions , on the surface landscape and climate to feel their conditions it is possible , this and their interest and motivation increases . Electronic laboratories and interactive modules every one to the student theoretical knowledge independent accordingly in practice to apply conditions creates . Also , online platforms (e.g. Google Earth, education blogs , mosaic cards) to the audience convenient individual learning environment presented come , study in the process creative thinking and personal participation encourages . Such technologies using many measurable exhibitions organization to experience , experiences again repetition and the results automatic analysis to do students independent to learn further effective Interactive education programs and pedagogical applications using complicated natural 3D animation of processes and modeling through show education efficiency increases . Computer animations and simulations abstract concepts visual to the context places , this and to the students new information to master opportunity gives . For example , the environment change and climate virtual experience of events in appearance show , topics further more precisely to understand service does . Different issues according to interactive games and tests students independent thinking and creative approach develops . In this way prepared educational programs in class only oral from explanation according to more impressive is the lesson lively and remember remaining Research this confirms that the animation and video materials used in classes of the students interest , high level analysis and creative thinking skills noticeable at the level increases .

Conclusion as in other words , geography in their classes audiovisual tools school geography in education important didactic resource to be service They do . education content to the imagination based in a way students logical and spatial his/her thinking develops . Audiovisual materials using students experience real processes following , independent search take goes and practical experience through skills strengthens . From this In addition , GIS and other digital of technologies integration modern digital literacy to develop service does . All this tools the lesson interactive does , students interest increases and theoretical knowledge practical to skills to convert help This gives approaches school geography in education effective when used , students stable pedagogical results and advanced competencies is formed .

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