

# Pedagogical And Psychological Factors for The Development of Students' Creative Skills in Geography Exercises Outside the Classroom

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## Abstract

This article highlights the issues of improving the effectiveness of geography education, pedagogical skills of the geography teacher, and organization of extracurricular activities in the development of students' creativity in geography education. Also, the technology of organizing extracurricular activities, recommendations on the effective organization of student activities are presented.

**Key words:** geography education, extracurricular activities, creative ability, creativity, modern educational methods, creative activity, activity, pedagogical skill, experience.

Geography education, like other subjects, is closely related to pedagogy and didactics and is being improved and changed as a result of modern changes and requirements. Professor H. Vakhobov in his "Methodology of Teaching Geography" comments: "Geography education refers to the system of geographic sciences that provides students with knowledge about the structure and basic laws of natural and economic-social complexes." [4; p. 38].

The effectiveness of geography education depends primarily on the pedagogical skills and experience of the geography teacher. Scientists who conducted scientific research on the methodology of geography education, A.S. It is necessary for students to implement a professional competence approach, taking into account the fact that it is the only educational subject that incorporates the foundations of both natural geography and socio-economic geography [1; pp. 49-52].

- specific competencies related to geography are included in the DTS, based on a direct competence approach, and are expressed in the requirements for the knowledge, skills and qualifications of graduates;

- in the process of learning, the student should be able to express his or her opinion on the relevant topic orally and in writing, enter into a dialogue, be able to defend his opinion and convince others, and be able to get out of conflict situations. skill building;  
- to develop the competence of working with the geographic information system in the process of independently strengthening each subject, that is, to work on the subject, to be able to effectively use information sources such as the computer, the Internet, GIS, and information formation of skills and abilities in processing, creating a database, finding and processing the necessary information from the media.

Along with modern educational methods and tools, extracurricular activities are also important in improving the effectiveness of geography education. It is especially appropriate to organize and conduct extracurricular activities in the development of students' creative activities. The development of students' creative activities, as well as the increase in their interest in science, depends on how effectively the teacher organizes extracurricular activities. There are several types of extracurricular activities in the subject of geography, and students can master the material that they could not fully master during the lesson.

According to geographers Kh.Vakhobov, N.R.Alimkulov, and N.B.Sultonova, the main goal of extracurricular activities is to develop students in all aspects, to deepen their knowledge of science, and to activate their knowledge. Also, extracurricular activities are considered a continuation of educational activities conducted at school and help students develop as individuals [3; pp. 69-70].

The educational and educational tasks of extracurricular activities organized for the development of creativity of geography students are separated, and these tasks are determined based on the general goals and tasks of geography education. It increases not only students' creativity, but also mutual friendliness, cooperation, hard work, love for the Motherland, and their interest in acquiring a profession.

In the process of extracurricular activities and independent perception, students work on intellectual-creative products, while the teacher manages and controls the educational process, at the same time, he develops creativity in his students, including creative-intellectual develops creative abilities [5; p. 72]. Also, in extracurricular activities, students leave the framework of strict requirements as in class and conduct much more free and independent activities. In extracurricular activities, students can show their abilities that are not known to the teacher. In this way, it is necessary for the teacher to notice their creative abilities and develop them accordingly.

The work carried out outside the classroom is considered a continuation of the work carried out in the field of education of students in the spirit of national independence, and such work should correspond to the educational goals. Pupils are interested in learning more about various processes and phenomena in nature, events that happen in the world, such a task can be solved only through extracurricular activities.

Extracurricular activities in geography equip students with interesting facts, information and skills about natural-geographic events, phenomena, and human life.

In particular, organizing excursions with students to the heart of nature and to production enterprises will further increase the interest of students in science and learning. Students have the opportunity to see and hear about materials that are not clear during the lesson or textual information given only by the teacher in activities outside the classroom, and this information will remain in their memory for a long time. .

One of the most important features of extracurricular work in geography education is its organization using various didactic games and interesting geographical questions. This leads to effective creative activities of students. Extracurricular activities in geography have theoretical and scientific directions, and students can perform various natural and economic tasks outside of class. In the organization of extracurricular activities, it is necessary to organize them in different ways according to the number of students and the forms of organization. In modern geography education, several types of extracurricular activities are widespread, through which students' creative abilities are developed [2; p. 84].

Organization of extracurricular activities requires in-depth knowledge, pedagogical skills, and experience from a geography teacher. The main task of the teacher in organizing such activities is to support the activity and initiative of students, to encourage new ideas and opinions expressed by them, to guide them and to instill responsibility in them. is to increase. During the lesson, some students cannot express themselves for various reasons. In extracurricular activities, conditions are created for the manifestation of their various abilities. In particular, the ground is created for the development of their creative abilities.

According to American psychologists A. Karnikau and N. Macelroy, when a person reads a source - 10%, when he hears information - 20%, when he sees a process - 30%, when he sees the process, and about them when hearing information - 50%, and when doing it in practice, remembers more information. It can be concluded that it is necessary to be able to effectively and appropriately use extracurricular activities in modern geography education. After all, modern students are children of high technologies, and lessons limited only to textbooks may become uninteresting and incomprehensible to them. In such a situation, the teacher should adapt to the changing reality, purposefully use non-traditional methods and methods outside the classroom. Extracurricular activities are the best opportunity for students to express themselves.

The following requirements are set for the technology of organizing extracurricular activities in geography education:

- paying attention to students' motivation, emotional mood;
- use of students' creativity, creative ability, intellectual potential and opportunities;
- to achieve the development of their creative abilities in the process of working on a suitable intellectual-creative product by involving students in an active intellectual-creative process during the acquisition of natural-geographical knowledge;
- to encourage creative students who have shown special activity in this process.

In conclusion, it can be said that in geography education, extracurricular activities are one of the most important tools for developing students' independent thinking, drawing independent conclusions, self-expression, and creative abilities.

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