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ИЗВЕСТИЯ

НА СЪЮЗА НА УЧЕНИТЕ - СЛИВЕН

***НАСТОЯЩИЯТ ТОМ СЕ ПОСВЕЩАВА НА
ЧЕТВЪРТАТА НАЦИОНАЛНА КОНФЕРЕНЦИЯ
С МЕЖДУНАРОДНО УЧАСТИЕ
“ОБРАЗОВАТЕЛНИ ТЕХНОЛОГИИ 2008”
НА ТУ-СОФИЯ, ИПФ-СЛИВЕН***

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METHODICS OF FORMING GEOGRAPHIC TERMS IN THE CLASS TEACHING IN SUBJECTS N&S, N, S

Milena Pejcinovska

ABSTRACT

Through the N&S, nature, society teaching, students are introduced with the basic elements of geographic science, because of which is very important systematic and gradual accepting of geographic facts and concepts, that lead to more essential confirmations and views regarding causal-consecutive relations between natural and social environment, and are in close relations with further development of certain abilities and skills.

For improving the process of adopting the geographic terms in the teaching of N&S, nature, society, is very good to be established certain methodical models, as directions that will initiate teaching situations and consist of organizing immediate observation, application of exploring procedure and active experiential studying.

KEY WORDS: geographic concepts, methodical models, observation, exploring activities.

Introduction

Through the N&S, nature, society teaching, which is based on scientific knowledge and facts, students are introduced with natural phenomena, processes and objects, their mutual conditionality and connection with the social conditions of people's life and work. Apart from its originality and thoroughness the teaching in this subjects presents a field in which are found the beginnings of natural and social sciences, among which the beginnings of geography.

Through the N&S, N, S teaching students are introduced with the basic elements of geographic science, because of which a systematic and gradual accepting of geographic facts and concepts is very important. The correct formation of the scientific notions and terms in the N&S, N, S teaching contributes to ease the transition and study of particular natural and social disciplines in the later years of education and its closely connected with the latter development of specific abilities and skills (ex. better acquired terms on the subjects of characteristics of the natural environment and orientation in it, which is thought in third grade, with the contents of sketch, relief map and geographic map, it should form a good foundation which will be upgraded and children will develop abilities for even more intensified appreciation of the map etc.)

1. The process of forming geographic terms in N&S, N, S teaching – characteristics and specifics

The process of forming concepts and terms is unique, complex process which is constituted of elements of the sensory and logical cognition. This cognitive process should start through live observation (sensory cognition) in order to form clear notions and based on their logical connection to build geographic terms. The observation and notions are sensory – experiential cognitive activities and are always connected to specific objects, occurrences and processes, and the concepts are contemplative categories of their essence in the form of an abstraction, as a higher form of cognition. For example, based on the acquired notion of a stream or a river, which will be immediately observed, the students will form concepts of what is river bed, water reach, river basin, river junction, river head, river estuary, etc.

According to the logical analyses the following phases are distinguished and they need to be taken into consideration in the process of forming geographic notions and terms: forming of correct concepts based on experience and pre – knowledge of the students, introspective division of occurrences by means of analyzing, comparison, and sorting of the essential features; synthesis of the essential features and an effort to define them; modifying the terms in a system of terms and application. At the same time the essential features in the process of forming geographic terms in N&S, N, S teaching which should be taken into consideration are:

- Clear and sufficiently thorough presentation of geographic concepts.

- The importance of visual perception in this process. While forming the geographic concepts the student needs a continual inflow of sensory experience from the environment. Every aspect of sensory perception is important, but a great part in it takes the visual perception.
- While forming the concepts we should begin with the students' experience and then systematically to continue the process of their up-grading on the bases of the acquired knowledge, as well as to pay attention to their profundity, enlargement and connection with related concepts.
- In order to form correct concepts, which must serve as a base of the general concepts of objects, occurrences, and progresses, the analyze of only one specific example is no sufficient. By making a comparison of many different examples of the same category we need to make general concepts.
- From the observationally obtained notions through the process of intellectual revision, clear concepts need to be formed.
- The concepts are formed through pointing out of the relevant features (unchangeable characteristics of certain categories).

While forming the geographic terms, the essence of some concepts can be correctly understood, only if that concept is set off against or compared to related or closed concept, the notions and terms in time fade away if they are not continually used, reproduced and in such way activated and strengthen and if in practice and theory they are not re-evaluated i.e. corrected; the expansion of the notional facts requires strengthening of the concepts in some systems, the systematization involves comparison and limitation of specific terms, sharpened reception of notional contents and enlargement of already familiar notional features.

2. Methodical procedures of forming geographical terms

The main problem which appears in the process of adopting of the geographical terms is that there are no appropriate methodical approaches in the elaboration of geographical contents in N&S, N, S teaching which would lead to advancement of the process of their adoption. Because of that, in order to improve the adoption of geographic terms in N&S,N,S teaching specific methodical models need to be made as directions which would initiate teaching situations. Those methodical models would include activities of the students and activities of the teacher in adopting new or repetition of already adopted terms, forms of working, means of teaching etc. The modeling itself presents a system of procedures by which we identify teaching situations with established type and potential of activities which the student should fulfill, in cooperation with the teacher and all the other students.

By teaching procedures we imply "specific activities which function in the forming of teaching situations i.e. ways of performing the teaching sequences."

The activities of the students and the teacher, which compose the content of teaching, are numerous. At the same time we should emphasize that there is no one and only model which would help in the realization of geographical contents (as in fact, we can't make general draft for modeling the teaching process in any other teaching field, not only in the field of nature and science.) That is up to the teacher, to his/her capability and creativity to turn the assignments into activities, to create teaching situations which would lead to their realization and afterwards would monitor and direct the students' work. Apart from the activities which are performed in the school there are activities included which are performed in the nearby surrounding, as an observing and exploring of the environment, visit some commercial buildings, excursions etc. The activities which the student would perform in the teaching process and through which he would gain notions of the objects, occurrences and the processes are: observing, describing, comparing, grouping, understanding, evaluating and applying.

In the process of adopting the geographic terms in N&S,N,S teaching, the organized and systematically performed observation, as well as the sensory-experiential and cognitive activity, the organized activities of the teacher and the students in the exploring procedures performed in the

nearby surrounding, the activities in the observation of the visual means are very significant components.

The exploring procedures begin with the simplest encouraging of the students to ask questions and to look for answers, using specific sources of data, aiming toward more serious form of examination which involves making hypotheses, collecting information, analyzing, accepting or rejecting the hypotheses and drawing conclusions with the possibility of practical appliance of the gained knowledge.

The process of forming geographic terms in N&S, N, S teaching should be founded on observational gain of notions of the objects, occurrences and processes, through active exploring of the nearby surrounding or through appliance of teaching means which would arise the exploring nature of the children. With that, questions are very suitable way to create confronting situation in which the notional curiosity is on a high level.

The observation in teaching is planned, oriented and directed perception of the objective reality through the teaching work in order to get familiar with the characteristics of the objects, occurrences and processes, facts are collected, certain relations, realizations, comparisons are revealed, which should be arranged and specified according to their meaning, on the base of which complete and exact concepts and terms are formed.

- Before starting to observe the student should know; what, where, with what, how will he observe, what will he take in notice and what will he remember, how long will the observation last and so.

- The students, the objects, the occurrences and the processes should be observed in the country, meaning, the nearby forest, meadow, pond, hill, industrial grounds etc. should be the source of notion.

- The observation of the occurrences and the changes in the environment should often be accompanied by drawing and sketching because, the student who draws or sketches while observing gets more clearly familiarized with the objects and creates concepts of them, by which his knowledge is more lasting.

- The writing while observing most often turns as a form of describing and reporting. By writing the students show their understanding of the occurrences, the processes, the conditions, the qualities, the forms, causative and consequential relations between objects, occurrences and processes in the observation.

- The teacher in the process of the observing should direct the attention of the students towards the aspects of target that is: appearance/aspect (color, size, form, height, function (role, effect, performing a task etc) position (location, positional relation) connection (dependence of other objects), structure (built, parts), purpose (usage, purpose) etc.

The sensory perception, especially the visual perception is a basic way of getting familiar with the objects and the occurrences and also discovering of the laws between them. But while observing the natural and artificial geographic elements in the nearby or far surrounding, the students are allowed with relatively limited sources of subjects and occurrences, because of which it is necessary to use teaching means as representatives of natural and social reality. For the process of forming notions, as a base to further realizations, and those clear ideas can be formed with the help of the visual means. The visual means refer to all the objects, pictures, schemes, computers, slides, and everything that can be observed with the sense of sight.

- Great importance in that have the pictures, schemes, graphics, illustrated maps, drawings etc.

One of the basic roles in the N&S,N,S teaching is for the students to develop an ability to read the geographic map and to use it in the further teaching throughout the everyday life. That is not an easy task which is presented to the 9-10 years old students, who in such an early stadium should form the bases of the map reading literacy. By map reading literacy we refer to the necessary foundation of knowledge in a way of concepts, terms and skills for successful usage of the geographic map. A very good methodical order of introducing the students with the understanding of the map, which even today has a notional-theoretic and pedagogically-psychological and didactic

approval, has the one introduced by V. Sekulovic that is: getting familiarized with the orientation in space, getting familiarized with the physical characteristics of the soil in the surrounding, decreased presentation of the objects (in a specific proportion) ,going over from a picture to a plan, going over from nature to map relief, going over from a map relief to a geographic map and vice versa, going over from a map to the place of living, the map of Republic of Macedonia.

The activities in the field permit a lot of possibilities for individual exploring of the students. The teacher should make a good working plan in the field of the nearby surrounding or in a distant surrounding, with clearly set assignments for initiating the teaching situations.

-Places that could serve for immediate research, exploring and getting familiar with the objects and processes: the school surroundings, the nearby local area and the further local area.

-The sources that could be used in the exploring of the nearby area can be classified in three groups: visual sources, written and others sources- for local field activities: equipment- which is used on the field and information that is relevant for the place that is visited.

The examinations show that a better progress in the contemplative process is made when the student is in a “multisensory” environment i.e. an environment in which he can hear, to listen, to manipulate, to move etc.

Conclusion

In the process of adopting the geographic terms, the organized and systematically performed observation, the research procedures performed in the nearby surrounding, the activities in the observation of the visual means are very significant components. Consequently, in order to improve the process of adopting the geographic terms in N&S, N, S teaching it is useful to make methodical models serving as directions that will initiate teaching situations, and are consisted of organizing of an immediate observation, applying of the research procedures and active experiential study. The creation of the geographic concepts and terms in the field of these subjects amounts exactly to the already mentioned specifics and should be realized mostly through students’ visiting and staying in the nearby area with immediate observation of the objects, occurrences and processes. At the same time, it is of a great significance to gain and arrange the sensory experience by active involvement of the student in that area.

The research is concerned with a very complex matter that needs practically applicable directions and because of its complexion it should and needs to be further elaborated from many aspects, such as the aspect of the role of the teachers in the procedure of adopting the terms, the role of the parents and other experts in the process of perceiving Nature the social reality, introducing specific matters that include geographic terms in earlier school age, an opportunity to apply ICT in adopting of the terms, educative software etc.

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