

# GEOGRAPHICAL MAPS AS A MAIN CRITERIA FOR THE DEVELOPMENT OF STUDENTS 'CARTOGRAPHIC COMPETENCIES

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**Abstract:** *This article describes in detail the types of geographical maps to be published for secondary schools and what students should pay attention to when using them.*

**Keywords:** *Cartography, map, atlas, globe, coordinate, itisodiy geography, izhtimoy geography, shartli belgilar, scale, chiziqli usul, belgilar usuli, usul cartographer, diagrammlar usuli, topography, technology.*

## INTRODUCTION

Geographical maps can be used in all forms of teaching; in teaching, practical work, independent work, knowledge assessment, etc.

The following concepts are found in cartography:

A map is a reduced and generalized image of the Earth's surface in a plane with symbols. They describe natural and socio-economic events and phenomena.

The map describes events and happenings in the following ways:

- character method - describes things, events and happenings that cannot be described on a scale;

- linear method - describes the rivers, roads and boundaries, located mainly along the length:

- forms of teaching; in teaching, practical work, independent work, knowledge assessment, etc.

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- linear method - describes the rivers, roads and boundaries, located mainly along the length:
- Coloring method - used to describe the distribution of events and phenomena across the field (vegetation, soil, climate maps);
- method of equal value lines - describes events and phenomena of the same value (temperature, altitude, population density):
- method of connected diagrams - used to describe the seasonal changes in temperature, distribution of precipitation and winds at a meteorological station in a particular place;
- boundary method - used to describe the same events and happenings, minerals animals and farm maps;
- point method - gives a scattered amount of things, events and happenings. For example, one point is 200 head of cattle;
- method of traffic signs - indicates the direction of movement of events and incidents (river flow, wind and current direction, freight roads) [1].

### **THE MAIN FINDINGS AND RESULTS**

Depending on the scale of the cards are divided into the following types:

- dates, scale 1: 5000 and more;
- large-scale cards from 1: 1 0000000 to 1: 2000000;
- medium-scale cards from 1: 2000000 to 1: 1000000;
- small scale cards less than 1: 1000000.

Maps are divided into the following types depending on the size of the area they depict: star map, planet map and Earth map; hemispheres map: maps of land and oceans: maps of natural geographical areas: maps of countries: maps of administrative units: maps of special areas (nature reserves, tourist sites); maps of cities and settlements; city and regional maps.

Cards by content. It is divided into general geographical and thematic maps. General geographic maps in turn again:

- a) topographic (1: 1000000 and greater); b) general topographic (from 1: 2000000 to 1: 100000), c) general (overview) maps (scale 1: 1000000 small).

Thematic maps are divided into natural and economic (climate, soil, plant, agricultural, industrial, etc.) maps:

Depending on the function, the cards are divided into the following types:

a) scientific maps; b) cultural and propaganda cards; c) technical maps (space, air, sea, road and engineering maps); g) training cards; d) travel cards.

According to the structure, the cards are divided into 3 types:

a) image cards depict individual events. For example air temperature, precipitation and pressure cards; b) Summary cards are a description of all the dimensions of a particular event. For example, wind and pressure can be depicted on a single card: c) the final cards interact with each other the connected phenomena are described as a whole (climate zone map) [2].

Large globes are made for educational and other purposes. Such a globe was installed in 1982 at the Faculty of Geography of the National University of Uzbekistan (surface scale 1: 70000000, vertical scale 1: 1000000), weight 500 kg, height 2.5 m, diameter 2 m. [3].

Types of school maps. The difference between school maps and other maps is that they are adapted to the age and development of the students. Simpler, easier to understand and read cards will be issued for elementary school students, while more complex cards will be published for senior students. We can divide the cards used in secondary schools into the following groups: poster cards; cards in textbooks; atlases; globes; line cards.

Poster school cards are very diverse in content: natural; climatic; soil, plant; zoogeographical; geological; minerals; economic, political, industrial; agriculture, transport, etc. They are all used in the classroom, can be adapted to students' remote vision, and the new scale will be large. With the help of these cards, students can do practical and independent work in learning and answer certain questions. Therefore, they should be in a size that looks good and has great accuracy.

Depending on the type of cards, their sizes will vary. Maps of the world, cards of individual continents are currently issued in the size of 1.5x1.8m. Maps of Uzbekistan and Central Asia are issued in almost the same size [4].

The cards should be clear and distinct. Students should be able to clearly see the geographical event and presence in them from 5-6 m. To do this, the most important things are reflected on the map. If the card is beautifully and clearly crafted, students will read and explain them easily.

Relief on school cards is mainly done by coloring in different thicknesses. The low plains are dark green, the plains are light green, the high plains are light brown, the middle mountains are brown, and the high mountains are dark brown.

The card should not be filled with geographical names. It should only contain entries appropriate to the age and level of knowledge of the students. Geographical names may be written less and larger on primary class maps, while in middle and upper grades they may increase in number and size.

Cards to put in textbooks. It was done separately at the end of the geography subjects. At present, cards are given in the text of textbooks. Such maps depict natural geographical and economic geographical events and phenomena. They can be black and white and colored. Natural geographic maps provide color per day. Some economic geographic maps are often issued in color. Black and white is used to represent some economic geographic events and happenings.

For example, minerals, transportation, some kin, livestock cards, and political cards are given in color. In most cases, maps are given more in the textbooks of the courses Natural Geography of Continents and Oceans (Grade 6), World Economic and Social Geography (Grade 9) [5].

Atlases are a collection of cards arranged in a specific theme and direction. Atlases are divided into the following types according to their structure and content: according to the area occupied; star atlas; natural geographical atlas of the world; world economic geographical atlas; atlas of separate continents and oceans; atlas of individual states; and so on; according to the content: natural geographical; economic; railway; study atlases.

There are study atlases for each class. for example, 5th grade atlas, 6th grade atlas, 7th grade atlas, 8th grade atlas, 9th grade atlas. Curriculum atlases must meet the following requirements: the number of geographical features and events indicated in the atlas must be greater than in the textbook; the atlas should serve as a reference for students; the atlas must contain a list of geographical names; The number of cards in the atlas should not be less than 40-45.

Line cards. They are widely used in geography education. They are mainly used for teaching and control purposes. Line maps are used for educational purposes in the following cases: drawing the borders of states on a linear map; line mapping of economic regions; mapping the boundaries of agricultural crops.

The technology of making maps. Teaching students how to make maps in secondary schools plays an important role in the acquisition of geographical knowledge.

To teach students to explain the structure of geographic maps, practical work is done on the ground, a plan is worked out, practical work is done on reading the horizontals, a degree grid is practiced, different maps are compared, geographical coordinates of points are determined, different scales are practiced, etc.

The best way to structure the cards is to change the location and determine how it is depicted on the map. In addition, learning from globe to map also helps to understand the structure of geographic maps by moving from plan to geographic map. These methods allow students to explain the degree grid, large-scale cartographic planning (generalization), and geographic maps.

On-site and classroom activities (determining directions, measuring distances and plotting them, as well as plotting them on a floor plan) encourage students to be convinced that geographic maps actually depict objects and events.

Understanding the structure of geographic maps helps not only the work done on site, but also working with a rough plan of the site. Such work is carried out during study tours, tourist trips and practical work on site.

Students learn how to create small-scale maps in horizontal reading exercises, while plotting a terrain map using topographic maps.

During the study of the structure and layout of their living space, students will gradually understand the structure of large-scale maps. They compare topographic and geographical maps begin to understand the differences between a location plan and a geographic map [6].

As students explore the types of cartographic templates (projects), they begin to understand the errors in geographic maps and their scale, comparing the size of an entity on a globe and a particular map to help students understand how errors occur.

Geographic map reading technologies. The most responsible part of working with geographic maps is reading them and drawing appropriate conclusions based on them.

Reading of geographical maps consists of the following stages: (on economic and social geography); study of natural resources; reading the population card; study of the fuel and energy industry; reading the industry map; reading agricultural maps; reading transport cards; reading the map of international economic relations; reading complex economic-geographical maps.

One of the most important conditions for reading a geographical map is its ability to read scale and symbols. Minerals of a place or a particular area are made on the basis of the reading of the corresponding mineral type card. At the same time, oil and gas coal deposits are identified on the map of fuel and energy minerals, and deposits of ferrous, non-ferrous and rare metals are identified on the map of metal minerals. The mineral map of construction and chemical industry reveals deposits of minerals. Students then determine which type of mineral is more prevalent in the area or region.

The following tasks can be performed with line cards in secondary schools:

- Mapping the symbols of geographical (natural and economic) assets and phenomena. This work is done with the help of a teacher.

-fill in the line cards as the teacher tells the lesson. Such work is mainly done in the upper classes. In this case, students must have fully mastered the symbols.

-creation of map schemes of mountain ridges, winds, freight flows, migration routes, roads, streams;

- unloading of minerals on the line map. At the same time, students should be familiar with the symbols of minerals;

- Mapping of population indicators (density, ethnic composition, level of urbanization, language and occupation, gender, etc.);

- Indication of industries on the line map (fuel and energy, metallurgy, machinery, transport, light industry, food industry, etc.);

-description of agricultural sectors on the line map (agriculture, horticulture, viticulture, animal husbandry, etc.);

-description of countries on a linear map (developed, developing, colonial).

Students should be monitored regularly by the teacher to work with the line card. The tasks they perform should be evaluated regularly.

Line maps are in the natural geographic, economic geographic, and political geographic directions. Students must use a line map on the exact topic, otherwise they will find it difficult to work with the line maps and they will not be able to complete the given task.

In economic and social geography classes, the following topics can be covered using a globe: a world political map; map of continents and individual regions; determination of country areas, length of borders; determine the direction and length of roads on land and water.

The globe is more commonly used in natural geography courses [3].

Technology of formation of cartographic representations. The formation of cartographic representations is of great importance in the acquisition of geographical knowledge. Cartographic representations are formed using the following methods: showing a geographical entity, events and happenings on a



map; write the names of geographical events and happenings; to inform students about geographical existence, vrgea and events; use of didactic materials; preparation of geographical dictations; draw different card drawings; working with line cards; work with globes and different cards. The purpose of the formation of geographical ideas is to help students to master the geographical objects and their names and places.

## **CONCLUSION**

The technology of forming cartographic images consists of the following stages:

1. To form an idea about cards;

World map map of hemispheres, map of continents and oceans, maps of natural geographical regions and countries of the world

2. To form an idea about the scale of the cards.

3. To form an idea about the symbols of geographical maps.

4. Development of the mathematical basis of geographical maps (equator, meridian, parallel, degree grid, latitude and longitude, geographical coordinates) and the technology of their use;

5. To develop the ability to use the technology of teaching and identification of geographical nomenclature.

6. Geographical written (dictation) works play an important role in the formation of cartographic representations [7].

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