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HISTORY OF CARTOGRAPHIC MAPS AND THE IMPORTANCE OF USING THEM IN GEOGRAPHY LESSONS

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ABOUT ARTICLE

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Abstract: At every opportunity, this study brings readers to an understanding of the geographical area and the real view of the world, expanding cartographic knowledge. It was focused on increasing the efficiency of students' learning by developing practical exercises using satellite images (Google Earth).

KARTOGRAFIK XARITALAR TARIXI VA ULARDAN GEOGRAFIYA DARSLARIDA FOYDALANISHNING AHAMIYATI

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MAQOLA HAQIDA

Kalit so'zlar: Geografiya, kartografiya, umumta'lim maktablari, amaliy mashg'ulotlar, xarita, internet.

Annotatsiya: Har qanday imkoniyatdan foydalanib, ushbu tadqiqot o'quvchilarni geografik hudud va dunyoning haqiqiy ko'rinishini tushunishga olib keladi, kartografik bilimlarni kengaytiradi. U sun'iy

yo‘ldosh tasvirlari (Google Earth) yordamida amaliy mashg‘ulotlar ishlab chiqish orqali o‘quvchilarning bilim olish samaradorligini oshirishga qaratildi.

ИСТОРИЯ КАРТОГРАФИЧЕСКИХ КАРТ И ВАЖНОСТЬ ИХ ИСПОЛЬЗОВАНИЯ НА УРОКАХ ГЕОГРАФИИ

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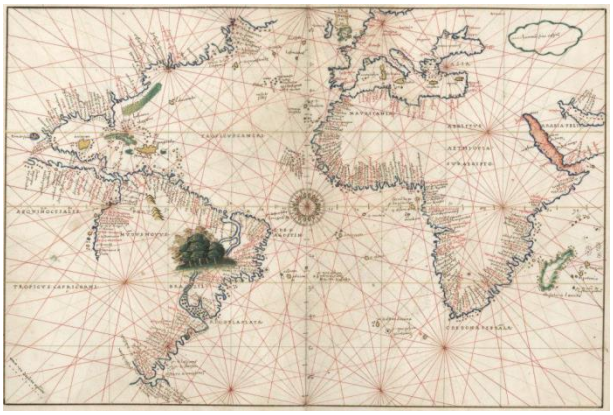
О СТАТЬЕ

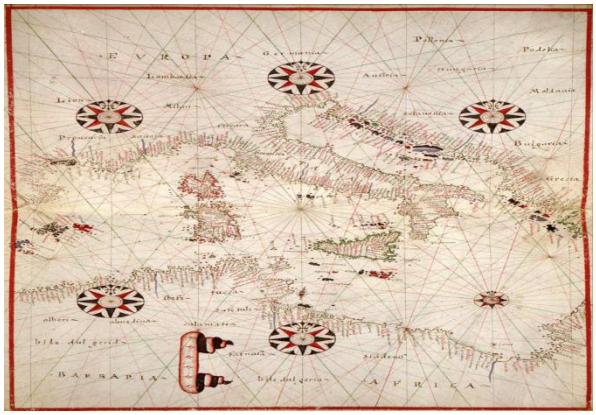
Ключевые слова: География, картография, общеобразовательные школы, практические занятия, карта, Интернет.

Аннотация: При каждой возможности данное исследование приближает читателей к пониманию географического района и реальной картины мира, расширяя картографические познания. Оно было ориентировано на повышение эффективности обучения студентов путем разработки практических упражнений с использованием спутниковых снимков (Google Earth).

INTRODUCTION

Historically, cartography was created in BC due to the need to describe the land, mainly by nomads who used the resources available to them such as clay, cave paintings, papyrus and animal skins to describe the environment and often people. used in the description of the group. Since then, cartography has been developing over the years, mainly with the technological progress of the last decades, which has provided the media for the production of cartographic documents for the most diverse purposes through satellites. It is also important to note that cartographic





knowledge is used in other fields such as geology, engineering, agriculture, navigation, tourism, architecture, urbanization, meteorology, and including geography. In particular, taking into account that cartographic knowledge from teaching geography leads students to perceive the reality of the geographical area and the world, they help to develop the learning process of students. engaged in recording their culture and cartography on caves and mountain walls, such images are known as rock paintings.

THE MAIN RESULTS AND FINDINGS

These are very ancient records of the survival of societies and the necessity of symbols and signs before birth. In Gurgel's research (2012), Europeans used portolan charts, known since the time of Sigle XIII, and from 1569 they began to use maps drawn by the cartographer Gerhard Mercator. It was the advancement of maritime commerce that made the need for maps more important and more accurate; This was made possible by the invention of various technical devices that gave the colonists more precision in their voyages of discovery. The compass and astrolabe, among other instruments, were not only excellent for navigation, but also very important for cartography. It is known that since the beginning of the systematization of geographical knowledge, cartography has been designated as an important auxiliary tool for the development of the science of geography.

The rise of microcomputers in the 1980s and beyond was important because it facilitated the movement of cartographic science by providing maps and satellite images, data, georeferenced maps on websites, including educators. by as a source of education. Initially, applied secondary school students of grades 7-11 are based on the development of practical activities using satellite

Georeferenced map

images (Google Earth) on the textbook content used and responsible geography is used with the help of the teacher. The content proposed to apply the practical activities provided in the secondary school textbook is presented in a descriptive form, and then the class becomes boring and distracts the students. Taking this into account, students were offered to map the main sectors of the

economy, such as trade enterprises and other services offered next to them, as an example, to involve them in activities, and to turn them into mediators in the formation of knowledge in the class. Before starting the activity properly, a lesson was held to explain the main elements that make up the map, which are: title, target, conditional symbols, scale, source, direction, and how each group of satellites intersects. the geographic coordinates that should be located, the images that they received. In conclusion, at the end of the activity, students can evaluate this activity and make suggestions to make the lessons more interesting, and constantly update the maps used in the lessons.

The principal concern of the history of cartography is the study of the map in human terms. As mediators between an inner mental world and an outer physical world, maps are fundamental tools helping the human mind make sense of its universe at various scales. Moreover, they are undoubtedly one of the oldest forms of human communication. There has probably always been a mapping impulse in human consciousness, and the mapping experience-involving the cognitive mapping of space-undoubtedly existed long before the physical artifacts we now call maps. For many centuries maps have been employed as literary metaphors and as tools in analogical thinking.1 There is thus also a wider history of how concepts and facts about space have been communicated, and the history of the map itself-the physical artifact-is but one small part of this general history of communication about space.2 Mapping-like painting-precedes both written language and systems involving number, and though maps did not become everyday objects in many areas of the world until the European Renaissance, there have been relatively few map less societies in the world at large. The map is thus both extremely ancient and extremely widespread; maps have impinged upon the life, thought, and imagination of most civilizations that are known through either archaeological or written records. Any appreciation of the historical importance of maps depends upon a clear conception of their nature, of the factors that have shaped their making and transmission, and of their role within human societies. In these respects the starting assumption is that maps constitute a specialized graphic language, an instrument of communication that has influenced behavioral characteristics and the social life of humanity. Maps have often served as memory banks for spatial data and as mnemonics in societies without printing. Scholars over the centuries have been convinced of the eloquence and expressive power of maps, which can speak across the barriers of ordinary language. A group of American historians has asserted that maps "constitute a common language used by men of different races and tongues to express the relationship of their society. to a geographic environment, 3 In the History (Cartography we have gone further and accepted language as a metaphor for the lowe a considerable debt to those who have helped me formulate the ideas as well as the substance in this inevitably eclectic essay. Alan R. H. Baker (University of Cambridge) provided, through his theoretical writings, the initial

stimulus to search for a deeper understanding of the place of maps in history, while the late R. A. Skelton, by his outstanding example of fertile scholarship, long ago convinced me that the history of cartography constitutes a discrete and important field of study. Among those who contributed material to an earlier draft of this Introduction, I am especially grateful to John Andrews (Trinity College, University of Dublin), Michael J. Blakemore (University of Durham), Christopher Board (London School of Economics and Political Science), Tony Campbell (British Library), Catherine Delano Smith (University of Nottingham), O. A. W. Dilke (University of Leeds), P. D. A. Harvey (University of Durham), Francis Herbert (Royal Geographical Society), Roger J. P. Kain (University of Exeter), Cornelis Koeman (University of Utrecht), Monique Pelletier (Biblio the que Nationale), David B. Quinn (University of Liverpool), Gunter Schilder (University of Utrecht), Gerald R. Tibbetts (Senate House Library, University of London), Sarah Tyacke (British Library), Vladimiro Valerio (University of Naples), and Denis Wood (North Carolina State University), and Lothar Z6gner (Staats biblio thek Preu Bischer Kulturbesitz). 1. The extent to which the map has become an almost universal metaphor is indicated by the second definition of a map in Webster's Third New International Dictionary of the English Language (1976): "something (as a significant outward appearance, a pointed or concise verbal description) that indicates or delineates or reveals by representing or showing with a clarity suggestive of that of a map." For a discussion of the importance of the map analogy in scientific research, see Stephen Toulmin, The Philosophy of Science: An Introduction (London: Hutchinson University Library, 1953), esp. chap. 4, "Theories and Maps," 105-39.

CONCLUSION

For a recent example of the sustained use of the map analogy in teaching the history and philosophy of science, see units 1-3 in Mapping Inquiry (Milton Keynes: Open University Press, 1981). The present History cannot be systematically concerned with the development of these metaphorical uses, although it should be borne in mind that in various societies they may provide some index of how much familiarity and sophistication in handling maps writers assumed among their audience or readers. 2. This wider history would include, for example, the study of spatial representation in architecture, dance, drama, geometry, gesture, landscape and town plans, music, and painting as well as in oral speech and written language. Such a list serves also as a guide to topics that are not systematically considered within the History even where they provide examples of communication that was spatial in intention.

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