

THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES IN GEOGRAPHY LESSONS

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ABSTRACT

Modern pedagogical technologies are "the interaction of teachers and students that allows them to master the content of learning" for all disciplines. Teaching methods should not only impart knowledge, but also influence the student's independent creative activity and broaden his / her worldview. The article discusses the use of pedagogical technologies in geography lessons and their types and methods used in teaching science.

KEYWORDS: *Modern Pedagogical Technology, Modular Learning Technology, Collaborative Learning Technologies, Integration Technologies, Alternative Technologies, Problem-Based Learning Technology, Cartographic Technologies, Practical, Modern Information Resources, Virtual Multimedia, Geographical Applications.*

INTRODUCTION

The introduction of the National Training Program and the Law on Education in the country has led to an increase in the need for textbooks and manuals for changes in the education system. This not only affected the teaching of geography, but also showed that methods have a special place in the teaching of geography. Because geography needs to be studied in a complex, integrated way with other disciplines, it is necessary to increase the effectiveness of the student's knowledge through appropriate methods. In geography, the role of methods in engaging students in science and the subject is invaluable. Perfect mastery of topics and the formation of student mastery skills depend on the teacher's methodological knowledge and ability to apply it in the classroom. Here are some thoughts and comments.

Cartographic Technologies

It has long been used in all stages of geography education. Cartographic materials are often used as a supplement to the lesson. There are currently no classes using separate cartographic technologies. The application of cartographic technologies consists of the following steps:

a) The first stage of the formation of simple cartographic concepts. This stage is given in the 5th grade in secondary schools in the elementary course of Natural Geography, and in higher education in the course of topography and cartography. It develops concepts, skills, and abilities about maps, scales, symbols, and geographic coordinates. This phase consists of the following technologies: scale technology; conditional character technology; geographical coordinate technology;

b) Cartographic lesson technology - based on the use of full cartographic technologies. These technologies are used in secondary and higher education

Can be used in the study of regional natural and economic geography (continents and oceans, countries, states, natural and economic and political geographical conditions of administrative units).

Technology of formation of methods of educational work.

This method has long been used in the teaching of geography. This technology is expressed as a procedure, rule, and algorithms for describing a geographical entity, event and process. This technology is widely used as a methodological guide for each textbook. For example, textbooks for each class are published with a textbook. It develops technologies for the formation of geographical skills.

Differentiated Learning Technology

This technology has long been used in geography education. Using this method, students are divided into groups according to their abilities and interests. It categorizes learning objectives and develops technology that enables the learning process for a group. Applying this technology to the study of regional geography gives good results. For example, in the study of the economic geography of developed countries in Europe, each group can study a particular country.

Technology for Shaping Student Learning

In this case, the educational activity is considered as a special, special form of increasing the activity of students. In this technology, students acquire knowledge by completing specific learning tasks. The application of this technology consists of the following steps: the creation of a system of tasks on a particular topic or section (for example, the North American climate; Chinese agriculture; Japanese transport, etc.); develop a project to organize the activities of teachers and students; create test items to test students' knowledge of the topic; teaching, assessment of students' knowledge. These technologies can also include student activation technology. Activation and acceleration of student activities is achieved through the use of geographical game technology, problem-based learning technology, educational materials using drawing, symbolic and cartographic models. Geographic game technology is widely used in geography education and is interesting because it is easy for students to master. Geographic game technology can be used to study all geography subjects.

Problem-Based Learning Technology

He is also new to geography. It is based on a previously used problem-solving method. The main task is to develop a system of problematic questions or assignments on a particular topic and explain it to students. For example, the formation and development of relief; formation of atmospheric precipitation, specialization of agriculture in natural areas, location of industries, etc.

Alternative Technologies

There are many options for alternative technologies that can be used in geography education. One of its most common methods is workshop technology, in which the master (teacher) provides the necessary information to the students and based on it, the students complete the task based on their knowledge. For example, based on the following materials provided by the teacher, the average annual temperature, the highest and lowest temperatures of the year, the amount of precipitation and in which phase it rains, winds, air masses) climate type, annual air temperature difference, climate zone and they must identify the areas in which it is spread.

Integration Technologies

Used in the study of integrative subjects in geography education. The subject of "Applied Geography" is an integrative subject in geography education, which is taught in 10th grade, academic lyceums and vocational colleges. It provides a set of natural geographical, ecological, economic geography, political geography and geopolitical knowledge. It provides comprehensive knowledge about the natural, socio-economic, ecological and geopolitical systems in the geographical crust. Therefore, the task of this course is to form a holistic understanding and

acceptance of the geographical entity.

Communicative Conversation Technology

It is also used to some extent in geography education. This requires the teacher to be creative in the learning process, to use conversational technology, to develop a system of questions and assignments for the interview, to organize a discussion between students or pupils. This method can be used to study almost any geography subject. For example, "Is it possible to save the Aral Sea?", "What would the Central Asian climate be like if Kazakhstan had northern mountains instead of low mountains?" "What would the European climate be like without the warm currents of the North Atlantic?"

Modular Learning Technology

Modular learning technology is now evolving in geography education. Modular learning technology is based on modules. The module is derived from the Latin word meaning part (block). When using modular learning technologies in teaching geography, the topic used in the lesson is divided into logically complete thought parts, i.e., modules, and learning tasks are created for students to independently master each part. The textbook, section, topic are divided into individual modules.

Each module identifies a system of knowledge that students must master. For example, we can divide the topic of geographical coordinates into the following modules: equator, principal meridian, parallels, meridians, degree grid, latitude, longitude, geographic coordinates.

Collaborative Learning Technologies

Collaborative learning technology was developed by U.S. scientists in the late twentieth century and then began to be used in European countries. The main idea of collaborative learning technology is not only to complete the learning task together, but also to learn to read together.

There are several ways to use this technology.

The most common of these are: a) the organization of creative research in small groups; b) "saw" c) co-teaching in small groups; d) we play together; e) team training. For example, in studying the nature of a particular natural geographical area of Uzbekistan, students can be divided into small groups of 4 people and given the following task (for example, the Fergana Valley):

Group 1. Geographical location and boundaries of the Fergana Valley and the history of the survey;

Group 2. Geological structure, relief and minerals of the Fergana Valley;

Group 3. Climate of the Fergana Valley;

Group 4. Inland waters of the Fergana Valley;

Group 5. Soils, flora and fauna of the Fergana Valley.

Team teaching is divided into two groups, and both groups are given the same task. For example, precipitation and its types.

Use of Modern Information Resources In Geography Lessons

They first need to know computer programs, for example, Solar System Scope. Through this program, the student will gain a deeper understanding of the concept of being, expand their horizons by seeing with their own eyes the components and structural structure of the universe. In addition, the program clearly shows the internal structure of the planets and stars. The program provides information about each planet and stars in an encyclopedic manner. Secondly, the geographical areas need to be illuminated by VR 360-degree videos. The relief and landscape of

the region are clearly visible on all four sides of the horizon. An example of such a video is "Angel Falls world's highest waterfall". The video tells about Angel Falls in English. The third is the use of television in education. Globally, National Geography and Uzbekistan's DunyoBoilab TV channels increase the interest of students in watching relevant TV programs in teaching geography. In addition, the fact that writing and seeing are more effective than hearing leads to an increase in the level of knowledge of the student.

CONCLUSION

This means that the use of methods in geography lessons is necessary to better focus the student's attention, to activate students who are passive participants in the lesson, to increase the effectiveness of learning and to organize lessons meaningfully. Conducting each lesson with the use of modern technologies contributes to the development of geography education. will serve as a basis for future qualified personnel.

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