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Surayyo Haydarova

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On the Example of Geography

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SURAYYO ABDUSALOMOVNA HAYDAROVA

METHODS OF ASSESSING THE PRACTICAL COMPETENCE OF SCHOOLCHILDREN (ON THE EXAMPLE OF GEOGRAPHY)

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Monograph

2021

This books discusses methods of assessing the practical competence of schoolchildren (on the example of Geography). In this work, the history of the origin of the methodology of teaching geography, the subject, the relationship with other disciplines is analyzed. The book also compares the importance of practical competence in assessing the knowledge of secondary school students in the field of geography, modern innovative approaches, methods of teaching geography in foreign educational institutions and draws important conclusions.

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INTRODUCTION

The goals and objectives of the science of geography have changed and reshaped at different times. Defining the purpose of teaching has long been one of the most important problems of didactics and teaching methods. How to solve this problem depends on the structure, content and types of teaching methods of school geography**.**

In recent times, especially during the twentieth century, much attention has been paid to the problem of developing the purpose of teaching. Even today, due to changes in the content of geography education, more attention is paid to this problem. The geography teacher should know the objectives of each class geography course in the subject of geography.

The objectives of geography education can be divided into three groups: educational, pedagogical and developmental. Learning objectives include:

- To provide students with a solid knowledge of the basics of natural geography, economic and social geography and Applied Geography. Disclosure of scientific, technical and economic bases of nature use and protection:

-to create opportunities for students of secondary schools, academic lyceums to acquire economic, environmental, polytechnic geopolitical knowledge:

- To reveal the role and importance of natural geography and economic and social geography, applied geography and other special geographical disciplines in solving large economic problems. For example, the development of a solution to the Aral Sea problem:

-to equip students with methods of studying geographical features and phenomena.

Formation of skills of work with these methods:

- To teach students to use geographic staff, reference books, additional literature, to form skills to apply the acquired geographical knowledge in practice.

- To teach students to increase their knowledge using independently.

- Formation of geographical culture in students.

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COMPETENCE AND ASSESSMENT OF SCHOOL STUDENTS' KNOWLEDGE

Today, on the basis of the Action Strategy, a number of targeted programs are being implemented for the development and modernization of the education sector, which is related to the development of the social sphere. In particular, the adoption of the Resolution of the Cabinet of Ministers "On approval of state educational standards for general secondary and secondary special, vocational education" requires a radically new approach to teaching in the education system. In other words, the aim is to increase the level of competence of students through the use of modern methodologies in the teaching of general education, the approach to the educational process from the point of view of competence**.**

An important aspect of the adopted SES is that it focuses on the formation and development of students' ability to apply the acquired knowledge, skills and abilities in practice, to acquire basic and scientific competencies. The formation of basic competencies in students, such as communication, information work, self-development, socially active citizenship, national and cultural, mathematical literacy, awareness and use of scientific and technical innovations, will help graduates to become mentally and spiritually mature. paves the way for him to take a bold and firm step in life.

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Until now, the focus has been on assessing students 'mastery, but now it is important to assess not only students' knowledge, but also the competencies that are being formed. According to the current regulations, the assessment of students' knowledge was based on the criteria of positive assessment from the bottom up. That is, in the "5" point system, each point ("1", "2", "3", "4", "5"), each opportunity of the student was taken into account. Please note that there is a list of options for each score.

Opportunity means that the student is able to master, prepare for the lesson, keep a notebook, diligence, participation, propensity for additional tasks, be able to analyze relevant information, work independently and defend their point of view, the lesson and actions such as setting an example in extracurricular activities. In

order to develop this idea, the following approach can be recommended in the description of the student's ability to set each point ("1", "2", "3", "4", "5"): "1" point - 5 It is planned to use 1 of them. In terms of the science competence that needs to be formed in the student: the events studied in the subject, the principles and their differences, the similarities are taken into account when trying to answer, even if they perform the tasks incorrectly.

Basic competencies to be developed in the student:

Communicative competence. Communication in one's mother tongue, making gross mistakes in expressing one's opinion, difficulty in composing and answering simple questions, and lack of confidence in one's own knowledge and strength are taken into account.

Competence in working with information. Inability to use available sources of information (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.), inability to work with simple documents encountered in everyday life. Self-development competence. Lack of desire to develop themselves physically, spiritually and spiritually, inability to properly assess their own behavior, the ability to solve problems in everyday life on the basis of what they have learned. Relying on magic.

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Socially active civic competence. Lack of knowledge of civic duties and rights. Ignorance of events, happenings and processes in the society, lack of involvement is taken into account.

National and intercultural competencies. It is difficult to understand and interpret the concept of "homeland", the lack of affection in relationships, the ability to be influenced and relatively understood by works of art and works of art, not always following the same rules of etiquette.

Mathematical literacy, knowledge and use of scientific and technical innovations. Attempts to create personal economic plans based on simple calculations of daily needs, ignorance of science and technology are taken into account. If the student has the specified competencies, he / she is considered to have used one of the given opportunities and will receive a score of "1". "2" points - 2 out

of 5 opportunities. According to the competence of the subject to be formed in the student: some information, rule or definition of the studied subject, remember the theorems, even if incorrect, from the lesson and the lesson (school) and participation in extracurricular activities).

Basic competencies to be developed in the student: Communicative competence. Communication in the native language, difficulty in expressing opinions orally and in writing, ability to formulate simple questions, difficulty in reasoned answers, lack of confidence in one's own knowledge and power, desire to learn a foreign language are taken into account.

Basic competencies to be developed in the student:

Communicative competence. Communication in the native language, difficulty in expressing opinions orally and in writing, ability to formulate simple questions, difficulty in reasoned answers, lack of confidence in one's own knowledge and power, desire to learn a foreign language are taken into account**.**

National and intercultural competencies. It is taken into account that he understands the concept of "homeland", can interpret it, has a relative knowledge of national values, and does not always follow the rules of ethics. Mathematical literacy, knowledge and use of scientific and technical innovations. Ability to make personal economic plans based on simple calculations of daily needs and develop simple small projects, partial knowledge of science and technology.

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If the student has the specified competencies, he / she will be considered to have used 2 of the given opportunities and will get "2" points. "3" points - 3 out of 5 chances. On the subject-related competence to be formed in the student: is able to confidently and accurately state the basic information, partially mastering the knowledge, skills and abilities acquired in the educational material; participation in events will be taken into account. According to the basic competencies to be formed in the student:

Communicative competence. Be able to communicate in their native language, make simple mistakes in oral and written expression, ask simple questions correctly

and give reasonable answers, own knowledge and the presence of a sense of confidence in its power is taken into account.

Competence in working with information. Ability to partially work with existing information sources (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.) with documents encountered in everyday life (write simple greeting cards, fill out questionnaires, etc.) e ' taken into account.

Self-development competence. The desire to develop oneself physically, spiritually and spiritually, to find it difficult to evaluate one's own behavior, to find positive aspects in the formation of true human qualities based on what one has learned. is obtained.

Socially active civic competence. Partial knowledge of one's civic duties and rights, striving to comply with them. Focus on events, happenings, and processes in the community, and hesitate to respond and participate. Awareness of the concept of "family interests", a certain degree of involvement in it, the presence of interest in the profession are taken into account.

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National and intercultural competencies. To understand and interpret the concept of "homeland", to be kind to people, to dress, to follow cultural norms and healthy lifestyles, to know and respect their traditions and ceremonies. the formation of a sense of belonging, adherence to the rules of etiquette.

Mathematical literacy, knowledge and use of scientific and technical innovations. Attempts to create personal economic plans based on simple calculations of daily needs, to keep abreast of scientific and technical innovations, and to apply them in daily life are taken into account.

In short, it would be convenient for the teacher to use a single "5" system to assess both the knowledge and competencies of the student. At the same time, the information in the class journal, student record sheets, and the information about the results achieved by the students in a given academic year would be simple and clear.

Competencies in geography developed in school students

Competence to observe, identify, understand and explain natural, socio-economic processes and events: the object and subject of geography is a system of

sciences with a complex structure, understands and explains the essence of modern research methods. Understands and explains the influence of spatial (external) and planetary (internal) factors on the nature of the Earth. Understands the basic laws of the geographical crust and can explain with examples.

Understands and explains the nature of geosystems, whether they belong to different taxonomic units and are subject to zonal laws. Understands and explains the history of the relationship between the geographical environment and society. Can analyze modern demographic processes and their essence. Understands the problematic aspects of the urbanization process. The centers of the world economy distinguish the poles of growth and understand how they change. Understands the geopolitical system of the world, its history and modern problems. Gain an understanding of the global problems of humanity . Explain the characteristics of European subregions and their historical and geographical roots. The U.S. will have a clear idea of its administrative-territorial structure and socio-economic zoning. Can distinguish Latin American subregions. Competence in the correct use of geographical features, place names: continents, large regions, subregions, the ability to use the names of international organizations.

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Competence in the practical use of globes, geographical atlases and maps: Understands and can explain the importance of the cartographic method among the methods of geographical research. With the help of geographical maps can describe and make a comparative analysis of the natural, socio-economic conditions of regions of the world. Competence in nature protection and ecological culture: The integrity of the nature of the Earth understands the need to take into account its territorial stratification in the process of nature use. Understands that in the process of economic activity, geographical knowledge and laws, ignoring the geographical features of the regions can lead to various forms and scales of environmental problems. Knows the nature and origins of current environmental problems in major regions of the world.

THE CONCEPT OF THE METHODOLOGY OF TEACHING GEOGRAPHY, ITS GOALS AND OBJECTIVES

Geography education refers to a system of geographical sciences that provides students with knowledge about the structure and basic laws of natural and economic social complexes. The methodology of teaching geography is a subject that studies the process of teaching natural geography, economic geography and other special geography in schools and vocational colleges and is part of the system of pedagogical sciences.

The methodology of teaching geography is closely linked with general didactics and educational theory. Didactics is a theoretical science that studies the general laws of the process of teaching and education, the content of education. Didactics is a theoretical science that studies the general laws of the process of teaching and education, the content of education.

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Didactics deals with the methodology of teaching specific academic subjects. At the same time, each subject has its own characteristics. The purpose of some of them is to form theoretical knowledge and skills (geography, biology, chemistry), some only to form skills (foreign languages), others to have an aesthetic attitude to being (fine arts). Therefore, the methodology of teaching specific subjects is dealt with by private didactic subjects. The subject "Methods of teaching geography" is one of these disciplines. There are theoretical and practical aspects of teaching geography.

The subject of teaching methods of geography studies the following theoretical and practical methodological problems: a) the subject of teaching methods of geography, research methods, history of development; b) definition of the purposes and tasks of methods of teaching geography in general and on separate subjects; c) unity of education and upbringing; The results of theoretical research are the basis for applied research. These studies address the practical problems of geography education. Practical aspects of the methodology of teaching geography is the development of methods that reflect the teaching activities of the teacher, the learning activities of the student. The methodology of teaching geography consists

of two major parts. Methods of teaching general and special geography. The methodology of teaching general geography is the didactics of this geography. He studies the peculiarities of the process of teaching geography.

The general methodology of teaching geography develops theoretical and methodological issues, that is, the study of methods of self-study of the subject, with a focus on the development of educational goals. The content of geography education is developed on the basis of identified educational goals. The general methodology is divided into two parts: - Methods of teaching natural geography; - Methods of teaching economic and social geography; A special method of teaching geography - develops the goals and objectives of individual subjects and studies the application of general theoretical situations in the teaching of specific subjects. The methodology of teaching private geography develops the peculiarities of the educational process of teaching on separate subjects of natural and economic and social geography courses.

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Private teaching methodology defines the theoretical developments of the general methodology for the content of individual geography disciplines, the content and structure of each class geography course develops problems of forming geographical concepts, teaching methods, analysis of students' independent work. The general objectives of the teaching of geography include:

-disclosure of educational, pedagogical and development opportunities of school geography;

-further improvement of the content of school geography in accordance with modern requirements;

-reflect the achievements of modern science in the content and structure of school geography;

- substantiate the optimal conditions for the use of teaching materials;

-development of teaching aids;

- Further improvement of the structure, size and types of geography lessons;

- Development and practical application of new pedagogical and information technologies in teaching geography;

-further improvement of geographical excursions, research technology;

-improvement of technology for the formation of practical geographical skills in students;

The methodology of teaching geography equips teachers with the theory and education of teaching students. The goals and objectives of the science of geography have changed and reshaped at different times. Defining the purpose of teaching has long been one of the most important problems of didactics and teaching methods. The structure, content and types of teaching methods of school geography depend on how to solve this problem.

In recent times, much attention has been paid to the problem of the purpose of teaching, mainly during the twentieth century. At present, due to changes in the content of geography education, more attention is paid to this issue. The geography teacher should know the objectives of each class geography course in the subject of geography.

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The goals of geography education can be divided into three groups: *educational, pedagogical and developmental.*

Learning objectives include:

- To provide students with solid knowledge of the basics of natural geography, economic and social geography, as well as applied geography. Disclosure of scientific, technical and economic bases of nature use and protection:

- to enable students of secondary schools, academic lyceums and professional colleges to acquire economic, environmental, polytechnic and geopolitical knowledge:

- To reveal the role and importance of natural geography and economic and social geography, applied geography and other special geographical sciences in solving the problems of large economies. For example, the solution of the Aral Sea problem, the transfer of part of the Siberian rivers to Central Asia, the development of the geographical basis for Uzbekistan to become a great state:

- Arming students with methods of studying geographical existence and events. Develop skills to work with these methods:

-training students in the use of geographical staff, reference books, additional literature, the formation of skills to apply the acquired geographical knowledge in practice. To teach students to increase their knowledge using independently. Formation of geographical culture in students.

Educational goals:

- To substantiate that the future of Uzbekistan is a great country, to instill in students a sense of pride in our Motherland and its power and prosperity;

- To teach students to look at nature and the interaction of nature and society from a didactic point of view;

-Provide moral education and create opportunities for students, the formation of patriotic feelings in them;

- Moral education of students, in the spirit of love for the Motherland, to teach them that the protection of the Motherland is the highest duty of every citizen;

- Assistance to teachers in labor education and career choice, assistance in finding their place in the modern world; Objectives aimed at developing students' curiosity:

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- to arouse interest in geographical knowledge and problems; - To enable students to develop the skills of observation, memory, thinking, imagination and speech:

- To teach students to solve geographical problems within their capabilities, to form in them a complex and synthetic approach to events and processes:

The tasks of school geography stem from its objectives

- The general purpose and content of school geography for each class, their further improvement;

- Identify specific methods that allow students to acquire geographical knowledge and skills, taking into account their age;

- Identify opportunities for students to acquire practical geographical skills and competencies;

- Identify effective ways to increase the activity and independence of students in the educational process;

- To study the essence of students in the system of general and vocational education of geography, their moral and aesthetic education, to reveal their responsibilities;

- development and improvement of types of education;

-further improvement of teaching methods, further development of tested subjects;

- Development of scientific and methodological bases for the use of new pedagogical technologies;

- Development of teaching methods in geography education using the opportunities of information technology;

-development and use of requirements for textbooks, manuals and tools, as well as methods of working with them.

Relationship of geography teaching methodology with other disciplines.

The methodology of teaching geography is interconnected with a number of natural and socio-economic sciences and the humanities. The connection of the methodology of teaching geography with the science of geography is reflected in the following: - The science of geography is the basis of the content of school geography and is the basis for its development. Achievements and changes in the field of geography are reflected in the content and structure of school geography;

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- The content of geography is reflected in the structure of school geography. School geography consists of two parts: natural and economic geography. the textbook "Applied Geography" for academic lyceums and professional colleges reflects the content of engineering geography;

- Teaching aids and methods of working with them are determined by the methods used in geography. For example: the cartographic method, which is widely used in geography, is also widely used in school geography (working with maps), field research is reflected in study tours in school geography;

- The content and structure of geography education is constantly improving with the development of geography. At present, new concepts are emerging in school

geography: Ecological geographical conditions; systematic method; geopolitics: prediction; Evaluation, etc.

Dynamics forms the general scientific basis of the methodology of all subjects. The methodology of teaching geography develops on the basis of the laws, laws and rules justified by the science of didactics. The science of didactics clarifies the legal connections and relationships between the components of the process of teaching geography, and on its basis determines the purpose, content, methods of teaching and the requirements for equipping the teaching process.

The science of teaching geography is based not only on the science of didactics, but also provides important information for its development. For example, assessing students 'geographical knowledge, skills and competencies, forming a system of geographical imagination, understanding, ideas, and so on.

While the science of psychology studies the general laws of mental activity in students, the methodology of teaching geography studies the aspects of mental activity in students, related to the acquisition of their geographical knowledge. When teaching the subject of geography, it is impossible to effectively influence the learning activities of students without taking into account their age, knowledge, ability to think. Due to this, the methodology of teaching geography is closely linked with the science of psychology.

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The methodology of teaching geography is also inextricably linked with the science of ecology. In geography education in schools and academic lyceums and professional colleges, great attention is paid to the protection of the environment and the rational use of natural resources. From the elementary course of natural geography (grade 5), the issues of rational use of natural resources, pollution of natural resources under the influence of economic activities, their prevention and environmental protection are considered in detail in the subjects of secondary education geography.

The methodology of teaching geography is also connected with history, language and literature and other humanities. The development of geographical knowledge in school geography is related to the study of historical sources, the study

of the nature of each continent and region and the history of its development. The correct spelling of geographical names, their interpretation, origin and content are determined on the basis of linguistic laws and rules. In school geography, vivid expressions, interpretations and images from the literature are used in the study of the world, countries and territories, in explaining to students the components of the geographical cobweb and its processes.

The methodology of teaching geography is also connected with chambarchars with chemistry, biology and agricultural sciences. School geography is based on the achievements of chemistry in the study of the chemical composition of the geographical foam, the pollution of nature with chemicals and ways to prevent them. School geography is based on the achievements of the system of biological and agricultural sciences in the study of the peculiarities of the soil, vegetation, fauna and cultivation of various crops, which are the main components of the geographical cob. School geography is based on the achievements of mathematics, statistics and information technology in the generalization and organization of data in the teaching of geography, the use of modern technology. At present, new pedagogical technologies are used in the teaching of geography and the scientific and methodological basis for their use is being developed. Geography education in this field is based on new achievements.

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Problems of organization of applied research work in geography education.

The development of methods of teaching geography is associated with the development of new teaching methods, improvement of complexes, the use of advanced methods. The solution of these problems largely depends on the methods used in pedagogical research. The first source of research on the methodology of geography education is the Law of the Republic of Uzbekistan on Education, the National Training Program and other government decisions. The development and conduct of research methods in any discipline is related to the concepts of methodology and methods of scientific research.

Methodology is the study of methods of knowing and changing existence. Scientific research methods are methods of conducting research. In the methodology of teaching geography, research materials are divided into two major groups: experimental-empirical and theoretical methods;

Experimental-empirical methods are used at the stage of pedagogical research, while theoretical methods are used at the stage of generalization of the collected data and development of theories. In the early stages of the development of geography education, basic experimental-empirical methods were used. However, since the second half of the twentieth century, due to the development of theoretical aspects of the methodology of teaching geography, it has become a private subject of didactics. Theoretical methods and their separate parts began to be widely used in methodological research on the basis of geography. For example, a systematic content approach, logical didactic analysis of knowledge, structural-logical and logical analysis of learning material. The choice of research methods stems from the chosen goals and objectives, for example, the relevance of the problem, the definition of goals and objectives, etc. requires a theoretical analysis of the existing scientific literature.

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Theoretical research methods. Theoretical research methods include literature analysis, statistical, mathematical, historical, comparative, and systematic methods. How to work with literature. Any scientific work begins with the study, analysis and generalization of published literature in this field. Using this method, data obtained by other researchers are collected, studied, and generalized.

In the methodology of geography education, the literature in the following areas is collected and analyzed: laws, decisions and other documents issued by the state on education; philosophical literature on the theory of knowledge is studied; data on logic, psychology and didactics are studied and analyzed: published scientific works on teaching methods are analyzed separately. After the analysis of the literature, the relevance of the problem under study, the unexplored aspects are identified.

Systematic-mathematical methods. Research is conducted in order to take into account the results of research on teaching methods and their generalization. The

selection of quantitative indicators is of great importance in methodological research for their regulation and analysis: Because they are the measure of many pedagogical studies. Quantitative indicators can be used to determine the usefulness of pedagogical tools used in education and training. Comparative method. Using this method, the system of knowledge in science and school geography, methods used in the teaching process, teaching aids, assessment methods, types of lessons are critically analyzed. This allows us to reveal the general and specific features of the problem being studied. Historical method. Using this method, the peculiarities of the development of the studied methodological problem are revealed. It also reveals the development of a particular problem in certain periods.

Systematic structure method. It is a general interdisciplinary method of research that has been widely used in scientific research since the 1970s. Since this method reveals the most important feature of a geographical entity as a whole, it is to determine the levels of its structural structure. In the methodology of teaching geography, using this method, a particular system is divided into subsystems. In the methodology of teaching geography, the teaching material is considered as a system, and its components are considered as systems. System-structure methods include logic-structure analysis. This method determines the structure of the study material and the sequence of their description. Using this method, it is possible to study the structure of a whole geographical entity, and to separate the parts from it and to reveal the connections between them**.**

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Experimental-empirical methods. Tracking. These methods include methods that focus on learning from the school experience. These include observation, questionnaire, school document verification methods, and pedagogical experimentation. It is the most common method of pedagogical research. This method is one of the most important ways to know the pedagogical process. Any teacher should be able to observe the lesson. The structure, content, type of observation technique, the essence and characteristics of the problem under study observation technique, depend on the methods of analysis. Observations are

different, they are divided into specific groups according to the program, organization and purpose.

Objects of observation are the methods of choking, the organization of students in the classroom, homework, the choice of teaching methods and tools.

Questionnaire method. This method is widely used in geography education. In this case, data is collected in a certain direction for different methodological data. The content of the questionnaire is developed separately for students, teachers and methodologists. For example, the content of a questionnaire for a teacher of economic and social geography on improving teaching methods can be as follows: 1. What methods do you use in organizing the activities of students: a) in teaching a new topic; b) testing students' knowledge; 2.Which method is most important to you in your textbook? 3. How do the works of students of VIII-IX grades in your textbook differ: a) work with a map; b) with pictures in the textbook, with tables; 4. What tools and methods do you use to develop the skills of teachers? 5. To what extent do you organize student learning activities? a) Are you willing to impart knowledge? b) Do you explain only part of the material yourself? c) students learn the topic independently. At the same time as the survey of teachers, a survey of students will be conducted.

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The content of the survey for students is given in the tables below. Student Questionnaire In what way do you keep the new material in a good way and understand it well when you study it? Put a "+" sign if you understand and remember the lesson well, or a "-" sign if you have difficulty understanding. How to learn a new topic + -

1. Oral explanation of the teacher?
2. Independent work on the assignment of the teacher?
3. Conducting a class interview: a) answering reading questions: b) drawing conclusions based on a classmate's answer
4. The teacher explains the knowledge on her own and gives it ready?
5. You will gain a certain amount of knowledge while working with maps and textbooks on your own teacher assignment.

6. Classmates lectures and messages
7. Teacher's explanation
8. Working with atlases and textbook maps
9. Working with films, videos and slides
10. Working with the textbook in the classroom
11. Working with the media
12. Practical work with the help of a teacher
13. Independent study of a new topic based on the acquired knowledge
14. Using different methods together
15. What other methods will help you master a new topic?

The data obtained on the basis of the survey are processed and summarized by mathematical methods. The results of surveys conducted in different regions confirm the correctness of the studied pedagogical processes, if appropriate.

Pedagogical experiment. Pedagogical research is one of the most common methods. With its help it is possible to determine the advantages of each teaching technique. According to IS Mitrusov, a pedagogical experiment is a scientifically organized educational experience that allows to observe the pedagogical processes studied under controlled and taken into account conditions. The purpose of the pedagogical experiment is to determine the laws of the studied events and phenomena, to reveal the essence of this or that methodological problem. The following requirements are set for the pedagogical experiment6

- The pedagogical experiment must be perfectly designed;
- it should be based on a methodologically based hypothesis;
- The problem under study should reflect the contradictions and the news;

The timing of the pedagogical experiment, the composition of the studied events, may vary depending on the organization. Pedagogical experiments are short and long depending on the time, simple and complex according to the content of the studied phenomenon, experienced in organization (conducted with a group of students), natural (conducted with one class, or with the same classes in several

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schools), experience in complex experiments and natural methods are used in combination.

Depending on the purpose, pedagogical experiments are formative or creative, controlling, or controlling, confirming (existing rules). With the help of pedagogical experiment, theoretical cases are examined, which allows to obtain complete and accurate information about the process of education and upbringing. The concepts of "experiment should not be confused. Experimental work is carried out under conditions that take into account thematic, as a result of which specific theoretical points are obtained.

Therefore, as a result of the experiment, thematic goals are achieved. So, experiment is a method of studying the legal relationships that take place in the pedagogical process. Through experiments or developed methods, it is determined how positively it affects the learning process. In short, it helps to determine whether the theoretical cases obtained as a result of pedagogical experiment can be applied in practice. To do this, training is conducted simultaneously in the experimental and basic classes. Thus, experimental work is a tool to test the effectiveness of methodological systems created on the basis of experimental research. There are also the following methods:

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-conversation method, in which the researcher talks to teachers, teachers and school administration on a specific topic;

-Method of studying school documents. It examines class journals, program teacher documents, student written assignments, extracurricular activities, and independent and practical work documents;

Stages of methodical research The course of educational work in certain goals and directions, their effectiveness depends on the correct organization of scientific and pedagogical work and their results. To this end, methodological research is conducted in several stages. They are: - the problem is set; -selection of the object and subject of research; -determine the goals and objectives of the study; - development of a working idea; - To check the developed idea on the basis of observation of pedagogical experiments and direct study of experimental works; -

Theoretical conclusions are made on the basis of new data and knowledge, and research results are verified. Problem setting step. At this stage, the existing literature on the chosen topic is studied, as a result of which the history and theory of the problem are studied, the experience of schools and higher pedagogical experience are analyzed. As a result, the degree to which the problem has been studied is determined. It is determined which aspects of the problem are complete and perfect and which aspects are less or not studied at all. In the course of this work, the theoretical conditions are analyzed and a description of the specifics of the learning process is made. Such a study is called a confirmatory experiment method. At the end of this phase, an expanded research project program will be developed. The stage of selection of research objects and subjects. At this stage, the object and subject of research are determined based on the characteristics of the problem. The object of research may be some aspects of the learning process that take place in a particular classroom. For example, in the course **"Primary Natural Geography"** taught in the 5th grade, it can be the subject of work on the formation of skills of observation of nature. The object of research in the formation of the concept of economic geography can be the course "Economic and social geography of Uzbekistan", and the subject of research can be the technology of economic education. The stage of defining the goals and objectives of the study. This stage is the most important stage. The correct and thematic development of goals and objectives will help to design and implement the work accurately and precisely in the next stages. Typically, goals and objectives stem from the specific characteristics of the problem being studied, based on an assessment of the current state of the problem. Develop a working idea. The development of a working idea is one of the key parts of a pedagogical experiment. The developed working idea is the core of the work carried out throughout the research. For example, the idea of forming cartographic concepts in secondary schools lasts from 5th to 9th grade and is a major focus of research. Test the idea of production. At this stage, the idea developed through pedagogical experiment, observation and other methods is examined, its significance and effectiveness are evaluated. Development of theoretical

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conclusions. The results obtained during the research are summarized and theoretical conclusions are developed. Based on it, the level of effectiveness of the developed ideas and scientific cases is determined, and this or that method is selected and a new methodological system is developed. The main criterion for determining the advantages of the newly developed methodological system is the quality of knowledge and skills of students. Therefore, in determining the effectiveness of some methods, research is conducted in two parallel classes, i.e. experimental and simple. In ordinary classes, the lesson is conducted using the adopted methodology, and in experimental classes, it is conducted using a newly developed method. The knowledge of students in experimental and ordinary classes is then compared.

Stages of methodical research (according to Matrusov)

1. Based on the study of the literature and school experience to identify the main problems of research - Methods of working with the textbook

2. Promotion of ideas - Students' knowledge and skills are high in the following cases: a) they are familiar with the structure and methodical equipment of the textbook; b) know how to use some elements of the textbook; c) the textbook is widely used in the process of testing the knowledge and skills of students; d) during the lesson is constantly working on the textbook text, maps, numbers, pictures, tables, questions and assignments;

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3. Definition and formation of tasks in the process of solving and checking the main problem - Defining rigid methods of work: -with text; -with digital materials; -with maps and pictures; -with questions and assignments in the textbook;

4. The choice of research method - a systematic approach to the analysis of the methodological equipment of the course, observation in the classroom and the experiment

5. Preparation of experimental materials for each task - the development of thematic and lesson plans, assignments and handouts for independent work of students in the methodological equipment of different versions of the textbook at different stages of the lesson, instructions on the order of mental and practical actions of students, etc.

6. Conducting an experiment - in experimental classes there is a regular work with the textbook: in control classes as usual.

7. Development of research conclusions - in conclusion, how the work with the textbook has affected the knowledge and skills of students, what methods of working with the textbook are most effective.

8. Demonstration of the practical significance of the obtained results - the results of the research are used in the preparation of methodical instructions for students to work with the textbook.

Recently, sociological expert and text methods have been widely used in methodological research. A questionnaire survey will be conducted among sociological specialties. The obtained data are processed using statistical and mathematical methods, and based on the analysis of their results, changes are made to the content of geography education.

Ways to solve the problem developed using expert methods are identified, for example, used in the discussion of the content of geography education, teaching methods and other issues. In this case, mainly the conclusions of experts are analyzed. The test method is one of the most common methods today. Based on its results, it is possible to accurately assess the level of knowledge of each student and class.

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The development of methods of teaching geography is associated with the development of new teaching methods, improvement of complexes, the use of advanced methods. The solution of these problems largely depends on the methods used in pedagogical research. The first source of research on the methodology of geography education is the Law of the Republic of Uzbekistan on Education, the National Training Program and other government decisions. The development and conduct of research methods in any discipline is related to the concepts of methodology and scientific research methods.

THE EDUCATIONAL IMPORTANCE OF THE SCHOOL GEOGRAPHY COURSE

In general secondary schools, students are taught about nature and society. Knowledge allows us to understand the laws of development of the objective world. On the basis of the acquired knowledge, students form a dialectical-materialist worldview, develop thinking and cognitive abilities. A large part of these educational tasks fall on school geography. School geography introduces students to the main components of nature and nature complexes. Geography courses at the school provide students with knowledge about the planet's surface and the history of its formation, climate, water, and the world's natural areas and natural resources.

As students explore school geography, they become acquainted with events they have not yet learned about and understand their essence. The study of science allows students to understand life, to learn the laws of nature. The educational task of school geography is to ensure that students master the basics of geography, which is an integral part of general education, and to apply them directly and necessarily in life.

equipping them with the necessary skills and competencies they will acquire.

Geography requires students to:

First of all, the geographical object to be studied must be thoroughly mastered, so that students can clearly answer the questions "Where?", "What?", "How is it?", "How is it shown on the map?" let them give. Therefore, in all geography courses taught at school, it is necessary to practice the map regularly.

Second, it is necessary to observe the geographical objects shown in the table as directly as possible, and if it is not possible to observe, to determine the location of the map. On-site surveillance is of great importance. Observation allows the formation of a clear imagination, conscious concepts. In order to have a clear idea of the geographical objects that cannot be observed, it is necessary to study the map diligently, to compare it with similar objects near the school, to work with different pictures.

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Third, by observing geographic events, students identify the reasons why they are interdependent and interdependent, such as “How?”, “Why is it here?” should be taught to answer the question. The most basic and important aspect of school geography education is that students learn the laws of communication and interdependence between geographical objects. This approach to teaching geography teaches students to think about and discuss geographical evidence. By direct observation and comparison of cards, "How?" and “Why?” can be answered.

Fourth, as a result of the study of geographical objects and phenomena, students discover that they use natural resources in economic activities, in particular, to increase the material well-being of the people, and to have a planned impact on nature. In addition to fulfilling the above tasks, school geography expands students ’knowledge and helps them develop their thinking. The study of geography should be accompanied by the discovery of the laws of geography.

By studying the geographical crust and the geographical conditions of certain areas of the globe, students learn that the hydrosphere, atmosphere, and lithosphere are interconnected and interact with each other. Students will also learn that the geographical crust is in constant motion and change. Geography courses teach the laws of interaction between nature and society: a) the impact of natural conditions on the development of the national economy; b) study in terms of the impact of human activities on nature.

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Geography requires the use of natural conditions by man, as well as the impact on nature, the positive and negative effects of man on nature. It is necessary to reveal the essence of the protection of natural resources in Uzbekistan. In geography courses, observation is required to get acquainted directly with geographical evidence and events. Through observation, students learn about various processes in nature, human economic activities, and the causes and effects of geographical phenomena. Students analyze some phenomena by comparing general and specific concepts in the classroom, comparing them, identifying important features, and drawing conclusions. When students work independently with cards of different content, they learn to prove their point and draw the right conclusions.

As students learn geographical information, new concepts and expressions, their vocabulary increases, and as they learn to describe geographical objects and events, their speech develops. Students learn and master geographical names and numbers, and as a result, their memory develops. Geography courses also contribute to the implementation of polytechnic education in schools.

As a result of studying natural geography courses, students acquire a certain level of skills and competencies related to polytechnic education: determining the sides of the horizon with and without a compass on the ground, measuring the distance visually, obtaining a plan of the place, to be able to read topographic and geographical maps, to work with various observation instruments (thermometer, barometer, fluger…), to read atlases and maps, to compile various tables, to create diagrams, cartograms, map-schemes based on digital data they get.

When geographical information is used effectively and wisely in geography education, it is important to teach students, first of all, the events that take place in their country and the economic activities of the population, as well as events and populations in other parts of the world. allows you to imagine your life clearly; second, in the process of exploring the country, students learn to apply what they have learned in geography; and third, information about the country provides ample opportunities for polytechnic education.

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Students are actively involved in useful work as a result of exploring their country:

1) Draw a topographic plan of the school area. This is a great benefit to school and academic work;

2) study of rocks and minerals, groundwater and running water, soil and flora around the school. In this way, it is possible to determine their use in the national economy;

3) regular weather monitoring, which can contribute to the proper implementation of various economic activities in the local area;

4) phenological observation. This will help them to set appropriate deadlines for harvesting crops. This means that the geographical knowledge that students

acquire in school is of great practical importance for their future activities. At the same time, students can participate in useful extracurricular activities, help to prepare the necessary teaching aids, equip the geography room and playground, and contribute to the establishment of a museum of local lore in the school.

Schools play an important role in inculcating moral values in students. School geography plays an important role in educating our youth. The information included in the school geography courses is aimed at ideological and political education of students, cultivating in them a sense of military patriotism and the formation of a dialectical-materialist worldview, in which they always have a strong will and determination cultivates faith.

Forming students' scientific worldviews.

As students explore geography, they will understand the laws of change and development of nature and society, and learn how to use the laws of nature for the benefit of society. The geography teacher should be able to help students master important features of objects and events, and explain the interrelationships of objects and events, their movement and development.

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The teacher should, as far as possible, acquaint the students with the processes by which dialectical-materialist laws can be realized. Teaching students to generalize evidence and draw scientific conclusions is important in shaping their scientific worldviews. School geography should equip students with scientific ideas about nature and how it changes. It is necessary to cultivate students' belief that nature protection is a sacred duty of every citizen of our country. This requires serious action, not just words. The teacher must first make the students consciously understand the processes in nature, and then reveal the essence of nature in human economic activity. Involvement of students in socially useful work in nature protection is of great importance in this area of education. The basic course of natural geography is the scientific understanding of the occurrence of many phenomena and processes that occur in nature (internal forces of the earth, volcanic eruptions, earthquakes, mountain formation, atmospheric phenomena - hurricanes, floods) will give. The cause-and-effect relationship between natural phenomena is determined.

The elements that make up the geographical environment are interconnected (for example, climate, geographical location, surface, proximity to the sea, sea currents, dependence on constant winds) and cases of interdependence. will be studied. At the same time, students gain a clear idea of the materiality of the world, that changes in nature take place according to certain laws, that there is nothing supernatural in nature. Explaining the relationship between nature and society, the teacher told students about the plans to change nature in our country (for example, to change the nature of Central Fergana, Karshi and Jizzakh lakes.) He has to tell. Then students will learn how humans affect nature.

In order to cultivate students' worldviews, it is important to show them the high level of development of science, to teach them geographical research methods. These allow students to come to the conclusion that man has the ability to know nature, to discover the mysteries of nature, and to use it to his advantage. Moral education. School geography plays an important role in educating students in the spirit of patriotism and proletarian internationalism, as well as in the spirit of science and atheism. Geography should educate students in the spirit of patriotism. Patriotism begins with exploring one's country.

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DEVELOPMENT OF GEOGRAPHY EDUCATION IN UZBEKISTAN

Jadidism and Geography Education. The word "Jadid" is Arabic and means "new," and "Jadidism" means proponents of innovation. In the late 19th and early 20th centuries, the rise of Tsarist colonialism in Turkestan led to the emergence of the Jadid movement in the country. Jadids emerged as a political movement in Egypt, Turkey, the Caucasus, Turkestan, and elsewhere. The Jadids are the most advanced people of their time. These people have become supporters of innovation, progress, enlightenment and culture, regardless of their class**.** Geography education in schools of Uzbekistan can be divided into 4 stages according to the content of textbooks and programs, teaching methods, teaching materials, training and other features.

Covers the years 1918-1934. This period was the stage of teaching geography in Uzbek Soviet schools. At this stage, the geography of the old type of Soviet school is established with the new type of schools. On the basis of the new programs, "comprehensive training programs" were developed in 1922-1923. It came in a variety of variants, changed several times, and was used for 10 years. Geographical materials were absorbed among the complex themes. The study of geography was carried out at a very low level. The long dominance of complex programs has been a difficult period for school geography. In 1925-1926, it was completely excluded from geography programs in the upper grades of schools. Geography is studied in the fields of medicine, physics and social sciences. The map is too weak to learn. The above subjects did not fulfill the task of teaching geography at all. It was a way of teaching without a subject based on a complex method.

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It began with the reform of the Soviet school after the October coup. Classes 9-year single labor schools were established on the basis of special decisions. This school consists of 2 stages. Phase 1 consists of grades 1-5, Phase 2 consists of grades 6-9. In such a school, the teaching of geography has changed in purpose and content.

In 1918-1922, model programs in geography emerged. Much attention was paid to the study of the characteristics of some landscapes. Those times are known for their "landscape programs." For example, "hunter's landscape", "nomadic landscape", etc.

Landscape applications did not justify themselves. In 1921, under the leadership of geographer DN Anuchin, a draft program of geography of national importance was developed. Until then, some regions, even some schools, had developed their own programs, similar to the landscape program. in which the teaching of geography was divided into classes.

According to the Anuchin program, in the 3rd grade they studied their village, city and province. This type is called ethnography. Students were introduced to geographical names, pictures of the geography of concepts. In the 4th grade, pictures depicting the nature of different regions of countries, people's lives were shown.

Grade 5 covered geography and "continental geography." Russian geography was studied in grades 6-8, economic geography in grade 8, and astronomy and astrology in grades 9. The program plays an important role in improving students' knowledge of geography. It had a lot of geography hours. The years 1924 to 1930 were difficult years for school geography education. Beginning in 1924, school geography moved to new curricula. But there were no separate subjects in these textbooks, in geography.

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It provided extensive knowledge of geography. In grades 1-4, separate geography courses have been replaced by complex topics. The content of these topics included a brief geographical question on local nature and economics. In the 4th grade, Russian geography and other disciplines were taught. For example: 1st grade had seasons, 2nd grade had local nature and economics. In the 4th grade, Russian geography and other disciplines were taught.

Phase 2 was integrated into the classes of geography, biology, history, and social sciences. Knowledge of natural geography and ethnography was in a state of disrepair. Thus, the adoption of complex programs led to the abolition of geography as an independent science. It was only in 1927 that geography was revived as a science, first in Level 1 schools and later in Level 2 schools. Geography textbooks

were translated from Russian into Uzbek in Uzbekistan between 1920 and 1930. GN Ivanov's textbook "Primary Geography" was the first textbook on geography. This textbook was revised and published in 1927 by P. Arkhengelsky with the help of NL Korezhenevsky.

GN Ivanov, GG Ivanov's textbook "Geography and the study of the country", published in collaboration with Bakhtiyorov and Makarov, was one of the first textbooks in the Uzbek language. During this period, Balashov's "Uzbekistan and neighboring republics and regions", P. Ankhangelsky's "Geography" (textbook for studying the region), A. Obidov's "Soviet Socialist Republic of Uzbekistan" "Geography" textbooks have played an important role in the teaching of geography. A. Obidov's textbook "Geography of Uzbekistan" The first real work in the study of the Republic of Uzbekistan in the study of geography of Uzbekistan appeared the first method of geography in the Uzbek language. Its author was N.Monov. The methodology of geography was written in the method of interviews, which had some shortcomings. It did not cover methods of working with cards.

The role of the magazine "Education and Teacher", published since 1925, has been significant in improving the effectiveness of teaching geography in schools of Uzbekistan. In particular, in issues 5-6 of these magazines in 1925, "Benefits of Geography", "Dictionary and Terms", "Samarkand", "The importance of exploring the country at school", "What races lived in Europe at the end of the Ice Age"? . The Sahara Desert and dozens of other geographical articles will be published. This journal has been a great source of scientific and methodological support for geography teachers. On July 4, 1931, the newspaper "Cultural Revolution" (later "Teachers' Newspaper", now "Enlightenment") was published. This newspaper will be a real help to geography teachers. It has published hundreds of scientific and methodological articles.

The issue of training in geography education was gradually introduced. In 1927, the Samarkand Higher Pedagogical Institute was opened. By the end of the 1937s, highly educated geography teachers began to appear. These were N. Ibodov, G. Nazarov, I. Mirzaboyev, A. Akhrorov and others. In the mid-1930s, pedagogical

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institutes were opened in Tashkent, Bukhara, Samarkand, and later in Nukus, Urgench, Kokand, and Andijan. The fate of school geography and scientific geography in deciding the fate of school geography was influenced by the decisions of the Great BCP on September 5, 1931 and August 25, 1932. It gave a firm introduction to the study of geography in other disciplines. It made geography equal to other subjects. He proved that geography is a separate science.

It also addresses the issue of special training of geography teachers in pedagogical institutes. The decision of the CPSU of May 15, 1934 played a special role in deciding the fate of school geography in Uzbekistan. The decision was based on the poor quality of geography teaching in primary and secondary schools, the inadequacy of the maps, the dryness of the topics, and the fact that the textbooks were full of numbers. The shallowness and poor quality of geography knowledge of graduating students, in particular, has been criticized. The decision provided some guidelines for teaching geography in each classroom on how to teach geography.

In accordance with this decision, the teaching of geography was divided into 3 sections.

The number of hours per week in geography has increased slightly. This decision requires a visual and interesting narrative, taking into account the age of the students. From the 1934-1935 academic year, new programs were introduced.

Based on these programs, new textbooks, popular science literature, and atlas maps have been developed to create teaching aids for teachers. After the decision of 1934, the publication of the journal "Geography in School" played an important role in the development of geography education not only in Russia but also in Uzbekistan. Advanced teachers, university and college teachers were involved in creating geography manuals.

Beginning in 1960, special manuals and textbooks on geography teaching methods were published. At that time, A. Obidov, O. Saidrasulov, H. Hasanov, N. Daminov and others played an important role in improving the science of geography in Uzbekistan. The translation of geographical literature, textbooks and manuals for secondary schools and universities has become widespread. Preparations for school

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reform have been considered in the improvement and development of secondary schools. The reform also affected the content of geography education. There have also been some changes in the school's geography curriculum. With the transition to an 11-year system of education, the focus has shifted to vocational training in geography teaching.

On the eve of the end of the former USSR, there were struggles and efforts to reform the school, but they did not justify themselves. Uzbekistan's independence has led to radical changes in the teaching of geography. The lessons focus on the independent and practical work of students. In 1935, the Faculty of Geography and Geology was established at the University of Central Asia. During 1935-1940, the majority of pedagogical institutes in Uzbekistan opened a specialization in geography. By 1943, about 10 teacher institutes were opened in the country. on the basis of which geography offices and departments will be established.

The great economic geographer NN Baransky has made a great contribution to the comprehensive development of geography education. His textbook on economic geography has been published in 20 years of continuous development. NN Baransky has been repeatedly mentioned as a "central figure in the teacher-educational process." He said that maps and visual aids should play a leading role in the teaching of geography. It conveys immortal thoughts and ideas. NN Baransky is a great person who made a great contribution to the training of geography teachers in the former Soviet Union.

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World War II also had an impact on the teaching of geography. Many geography teachers went to the front. The training of specialists in higher education institutions was out of order. There were no textbooks at all. In the post-war years, many achievements were made in the field of education. The gradual transition to full 4-year, then 7- and 8-year full secondary education helped to radically restructure the content of education.

During this period, geography teachers focused more on linking the learning process with practice. Emphasis was placed on the importance of natural conditions in the national economy in relation to the study of geography. The study of the

geography of the region and the drawing of a map of its location, the observation of the weather, the study of all the components of the natural complex in its place were aimed at linking geography with life. Much attention was paid to the independent work of students. Some attention is paid to the study of the geography of Uzbekistan.

From the 1953-1954 academic year, the organization of practical classes was mandatory in the school geography curriculum. Emphasis was placed on shaping the worldview of students, educating them in the spirit of love for work. became of great importance. This law, along with other disciplines, has strengthened the focus on bringing geography education closer to the labor of production. The services of the geography laboratory in the research institutes of pedagogical sciences, as well as in higher educational institutions, have been great.

In the laboratory of geography of this institute Methodist geographers under the leadership of P.Musaev conducted a number of researches on improvement of teaching of geography at school. P.Musaev without fear in those colonial years also put forward very bold ideas on problems of national school. Since 1960, special manuals and textbooks on the methodology of teaching geography have been published. The services of Muminov, M.Nabikhanov, I.Mirzaboyev and others were great. Geographical literature, textbooks and manuals were translated for general education schools and educational institutions. H. Hasanov, P. Sultanov, M. Qoriyev, P. Gulomov, R. Rakhimbekov worked fruitfully.

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In particular: N.F. Kurazov's "Methods of teaching geography" (1962), P. Budanov's "Methods of teaching natural geography" (1905), AB Darinsky's "Methods of teaching geography" (1964), N. Dalimov's "Natural geography of Uzbekistan" Since the 1960s, research in various areas of geography has been conducted in Uzbekistan. O.Muminov “Problems of teaching natural geography in Uzbek schools” (1967), T.Abdullayeva “Use of local lore materials in teaching natural geography” (1967), M.Nabikhanov “Artistic instruction in Geography of the USSR The role and application of tools ”(1969).

`1GENERAL ISSUES OF INTERDISCIPLINARY COMMUNICATION IN GEOGRAPHY EDUCATION

The issue of raising the teaching of geography to the level of modern requirements requires its consistent integration with other subjects. In addition to teaching the material of the subject, the teacher should rely on the knowledge and skills of students in another subject, to show students that there is a correlation between all subjects, and to teach them the information obtained in other subjects. It is necessary to teach them to use, to activate their thinking skills, to deepen their knowledge.

In order to link geography teaching to other subjects, the teacher must know other curricula better and solve educational problems together with other teachers. Geography is more connected with mathematics in the field of practical work. In Grade 5, students collect average daily, monthly, and annual weather data from geography. In that class, the average temperature is calculated on the basis of monthly weather calendars in mathematics. Thus, the results of weather observations in geography are the basis for the formation of a dominant diagram of cloudless, clear, changeable, rainy, cold days in mathematics lessons.

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In the 6th grade geometry class, you can draw pie charts based on your observations of the weather throughout the year in geography. In passing the "Numerical Scale", which is studied in mathematics, it is possible to create problems using maps of different scales on a known, exact distance from the earth's surface. By observing the weather in geography on working with barometers and thermometers, the knowledge and skills acquired by students in 5th grade and in the upper 18th grade will help them to easily understand the information given in physics in measuring air.

If you look closely at the drawing and painting curriculum and course materials, you will see that there is a connection to geography. 7th graders draw a pie chart on topic 1. This can be drawn on the basis of weather observations of the country. It is also possible to draw in the example of the wind flower. Thus, the teacher did not deviate from the program. Since the goal of the lesson is to draw a pie chart, he will

definitely do it. Students got acquainted with the rules of using drawing tools and drawing methods.

This means that the teacher not only achieved his goal, but also made interdisciplinary communication. The continuous connection of geography with botany and zoology is achieved through the observation of weather and wildlife. Also, the work of students on the experimental site is carried out using the results of meteorological observations. This close connection is achieved through complex nature excursions led by teachers of geography and biology. During these excursions, observation and practical work in botany and geography will be carried out. The 5th grade program includes a special hour for fall excursions in geography and botany.

Therefore, it is mandatory to conduct the excursion specified in the curriculum. Therefore, it is important to organize an autumn excursion in botany and geography together. One of the difficulties in organizing excursions is that in many places excursions are held separately from all disciplines. In the given 2 hours the teacher cannot reach the goal. As a result, classes are busy all day long, and in many places excursions are not organized. As a result, students are not able to combine their knowledge with practice. This allows students to get a thorough knowledge. 19 Interdisciplinary communication is very important in overcoming such difficulties. For example, an autumn excursion can be arranged by a geography teacher with a biology teacher.

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This is because the hours allotted for excursions from both classes can cover one day of study if they are included in the schedule. So other lessons are not interrupted. If schools organize a week called "Excursion Week", the schedule will be changed. Each 5th grade is given 1 day. Geography and botany classes are scheduled for this day. (only these classes are included in the schedule). Students are warned in advance, they are given questions and assignments on the work to be done on the tour. They are preparing for the tour. The use of this method in all schools gives good results. Students begin to study their geographical knowledge independently, relying on what they have learned in other subjects. Lessons

organized in this lesson are lively, increasing the responsibility of students to learn other lessons.

Interdisciplinary communication can help to facilitate the learning of a school lesson by linking certain issues together. Combining students' knowledge from different disciplines into a whole complex helps to apply this knowledge in life and stimulates interest in the lessons studied. The experience of school agrometeorological posts organized in the advanced rural schools of the country shows that the participation of students in the work of agrometposts helps to bring the study of geography closer to life, to apply in practice the knowledge of geography, biology and physics. It increases their interest in studying the nature of their region, teaches them to socially useful work. Because they do a lot of useful work in the registration of the results of observations: they draw a graph of the temperature based on the average daily change of the previous month, wind diagrams, the sun, variable, rainy days.

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The concept of interpersonal communication is not clearly defined in any pedagogical literature or encyclopedia. Only in the textbook "Fundamentals of Didactics" there is such a short phrase: "One thing is that facts and events are studied differently in different disciplines. Knowing all these connections is very important for the formation of a scientific, dialectical worldview in students. We understand it in the same sense, that is, inter-subject communication means the use of another lesson material taught in school in the process of learning one lesson material. This means that the issue is not about the use of other teaching methods, but about the interdisciplinary connection with scientific materials.

PROBLEMS OF COMMUNICATION IN SCIENCE IN GEOGRAPHY EDUCATION

The transition to new material in a systematic way, linked to previous lessons, is a prerequisite for a clear and effective study of it. However, some teachers rarely pay attention to this issue, that is, the internal connection of the subject. Especially young, inexperienced teachers have many shortcomings in this area. They simply

tell the textbook material dry and superficial. As a result, geography becomes a boring subject. Intra-lesson connection in the lesson - activates the lesson, allows it to be interesting.

In studying each topic, the teacher should pay attention to the following links in the classroom:

1. Relation of the studied subject to the previously studied subject.
2. Relation to the main topic.
3. Relation to the following topics.
4. Relation to previous courses (materials covered in the lower class).
5. Link to the next lesson (high school materials).

Intra-curricular interactions should not be construed as comparisons. For example, when studying the coastline of a continent, it is compared to the previous continents. The coastal landscape of the American continent can be compared to the coastal landscape of Eurasia and Africa. This is indeed a comparison, but not a complete link to the data previously studied.

What parts of the ocean surround the shores of the African continent ?, or what islands and peninsulas are located on the shores of the American continent? received from will be linked to the data. It will be much clearer if this issue is covered in the example of some lessons.

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We describe the intra-subject connection in the course of studying the topic "Inland waters of the Eurasian continent", 6th grade. According to the program, this topic is taught in 3 lessons. In Lesson 1, giving a general description of the "rivers of Eurasia," it is useful to begin the lesson with practical work. This is because the major rivers are partially covered in the lower grades (grades 4-5-6). Teacher: Find the largest rivers in Asia in the atlas. Students look at the rivers Yangtze, Huanghe, Mekvich, Ganges, Amudarya, Syrdarya, Bolga Ob, Yenesey, Lena, Amur, which stand out in the atlas.

One student shows these rivers on a map. Others will look at the atlas again. Teacher: -Which major rivers flow through the plains of Eastern Europe? Students: -Volga, Dnieper, Don, Northern Dvena, Pechora rivers and their tributaries. Teacher:

What about the Western Siberian Plain? Students: -Ob, Yenesey, Luna rivers and others flow. Teacher: Why do these rivers (in Western Siberia) flow from south to north? Pupils answer: "Because of the slope of the Arctic Ocean in the lowlands of Western Siberia, the rivers flow in the same direction." Here the teacher connects the topic to one of the previous topics - relief. In addition, the teacher has the opportunity to link to the materials of the region on the example of the Amudarya and Syrdarya. The study of rivers as slow-flowing and fast-flowing, depending on their flow rate, should also be based on students' knowledge of the terrain.

Since the plains and mountains of Eurasia are known from previous lessons, there is an opportunity to explore the topic independently through conversations with students. In this way, the lessons will be linked not only to the previous topics, but also to the materials learned in previous classes. Therefore, when planning a topic, the teacher should pay special attention to the problem of connection, as in the above, to think about what part of the lesson can be connected, what method can be used to connect it. When it comes to the source of river saturation - it depends on the climate.

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Textbooks also demand it. Water can come into the river both above and below ground. The amount of rainfall, water reserves in the snow cover, the thickness of the glacier, in turn, depends on the climate of the riverbed. Depending on the sources of river saturation can be divided into the following types:

1. Rivers saturated with snow and rain.
2. Rivers that receive water from melting snow and glaciers.
3. Rivers that receive water from both sources. In explaining this knowledge, it is necessary to link to the sections on "Climate of Eurasia", such as the distribution of fires in the country, the types of climates in Eurasia. In this lesson, it is necessary to talk about the water consumption of the river, the importance of its detection. The explanation of this problem can be attributed to the practical work of students during the spring excursion in the 5th grade. During the spring excursion, the students got acquainted with the reservoirs in their places of residence, their importance in the economy, water regime, determining the speed of flow, the work of running water,

etc., and to some extent acquired skills. Linking today's topic to Grade 5 material will help students recall their past.

The section "Distribution of rivers by basins" (Arctic Ocean Basin, Inland Island Professional Basin and Atlantic and Pacific Basins) can also be linked to previous topics. The study of "inland waters of Eurasia" also mentions the need for navigation for irrigation, electricity generation, etc., the abundance of fish in the river, its water supply for the needs of the population. It is obvious that this information will be linked to the topic material from the forthcoming economic and social geography of Uzbekistan and the world in grades 8-9. Because in the 8th grade there is a topic "General definition of the national economy of Uzbekistan", and when we talk about the sections on this topic (industry, agriculture, transport), the previous one, which we are discussing, " Of course, it is impossible not to connect with the topic "Inland waters of Eurasia."

In addition, this material is also used in the section on economic regions of the MOD. This means that the topic of today's study is the basis for future topics, as well as topics that will be studied in the upper grades. To make the lesson more interesting and meaningful, it is necessary to connect it with everyday life and the materials of their country. The connection of the lesson to everyday life is mainly the use of daily press, newspapers, magazines, radio, television. For example, if the topic we are talking about is "Inland waters of Central Asia", "rivers", then it is good to say that the construction of a new hydropower plant on any river in Central Asia or the launch of any part of the hydropower plant under construction is good news.

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In addition, students will be able to read and be informed if the above information is provided on the duty card hanging in the school corridor. If there is any news on the topic in the country where the students live, it should be included in the lesson. In the study of each topic, the use of examples from the region in which he lives is directly related to the materials of the topic. All topics covered in the classroom can be studied in the same way as above. If the lesson is organized on the basis of internal connections, as mentioned above, the lesson will be meaningful and long-lasting. These connections are also noted in the following diagram.

THE ESSENCE OF INTEGRATED EDUCATION IN TEACHING GEOGRAPHY

Raising the teaching of geography to the level of modern requirements requires its consistent integration with other disciplines. In addition to teaching their subject materials, the teacher should rely on the knowledge and skills that students have acquired in other subjects, show students that there is a correlation between all subjects, and teach them what they have learned in other subjects. it is necessary to teach them to use information, to activate their thinking skills, to deepen their knowledge.

In order to link geography teaching to other subjects, the teacher must be better acquainted with other interrelated subject programs and solve learning problems together with other subject teachers. Geography is more about mathematics than practical work. In Grade 5, students collect geographic average daily, monthly, and annual weather data. In that class, math is the average temperature based on a monthly weather calendar. This means that the results of weather observations in geography are the basis for creating a dominant diagram of cloudless, clear, changeable, rainy, and cold days in mathematics lessons.

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In 6th grade geometry classes, you can draw pie charts based on your year-round observations of the weather in geography. In mathematics, the concept of "numerical scale" can be used to create problems using maps of different scales at a certain distance from the earth's surface. Working with barometers and thermometers to observe the weather in geography will help students in 5th grade to easily understand the knowledge they have acquired in physics and in measuring the weather in the upper grades. If you take a closer look at the course materials for drawing and painting, you will see that there is a connection to geography.

Grade 7 students draw a pie chart on topic 1. You can draw this based on the weather observations of your country. It is also possible to draw in the example of the wind flower. Since the goal of the lesson is to draw a pie chart, he will definitely do it. Students learned how to use drawing tools and how to draw.

Thus, the materials of the international online scientific-practical conference "Improving the quality of general secondary education: content, methodology, assessment and learning environment" not only help the teacher achieve his goal, but also promote interdisciplinary integration. The continuous connection of geography with botany and zoology is achieved through the observation of weather and wildlife. Also, students' work on the school-experimental site is carried out using the results of meteorological observations. This close connection can be achieved through complex nature excursions led by geography and biology teachers. During these excursions, observation and practical work in botany and geography will be carried out.

The 5th grade curriculum includes a special hour for fall excursions in geography and botany, which is important in motivating students to study both subjects. One of the main challenges in organizing tours is that in many places the tours are conducted separately for all subjects. The teacher will not be able to reach the goal in the allotted 2 hours. As a result, classes are held all day, classes are missed, and tours are not organized in many places. As a result, students are unable to combine knowledge with practice. This has a negative impact on students' ability to apply the theoretical knowledge gained in the classroom, understand interdisciplinary connections, and gain in-depth knowledge. Interdisciplinary communication is very important in overcoming such difficulties. For example, a fall tour can be arranged by a geography teacher with a biology teacher. This is because the hours set aside for both classes can cover one day if they are included in the class schedule. Thus, other lessons are not interrupted.

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When schools organize a week called "Excursion Week", the schedule is changed. Each 5th grade will have one day for geography and botany classes. (only these classes are included in the schedule). Students will be notified in advance and given questions and assignments on field trips. They are preparing for the tour. This method works well in all schools. Students begin their independent study of geography based on what they have learned in other subjects. The lessons in this lesson are lively and increase the students' responsibility to learn other lessons.

Using interdisciplinary communication to link certain issues together can help make school learning easier. Combining students' knowledge from different disciplines into a whole helps to apply this knowledge in real life and increases interest in the lessons learned. The experience of school agrometeorological posts organized in advanced rural schools of the country shows that in the work of agrometposts international online scientific-practical "Improving the quality of general secondary education: content, methodology, assessment and learning environment" participation in conference materials will help bring geography learning closer to life and put children's knowledge of geography, biology and physics into practice.

It increases their interest in studying the nature of their district and country, teaches them socially useful work. Because they do a lot of useful work in documenting the results of observations: they draw a graph of the temperature based on the average daily change of the last month, the flowers of the winds, the sun, the changing, rainy days. The concept of interdisciplinary integration is not clearly defined in any pedagogical literature or encyclopedia. There is only a short phrase in the textbook "Fundamentals of Didactics": "One thing is that facts and events are studied differently in different disciplines. Knowing all these connections is very important for students to form a scientific, dialectical worldview".

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We understand it in the same way, that is, inter-class communication is the use of another lesson material in school in the process of learning one lesson material. So the issue is not about the use of other teaching methods, but about the interdisciplinary nature of the material.

THE IMPORTANCE OF USING INNOVATIVE TECHNOLOGIES

At the final stage of the implementation of the National Program of Personnel Training, it is determined that quality and efficiency indicators will form the basis of the educational process. Based on the work done in this regard, the main task is to use new innovative pedagogical technologies. To this end, the main requirements for the implementation of the national program in secondary special education are

aimed at changing and enriching existing curricula, programs, textbooks, manuals and methodological developments with the latest achievements of science, recommendations and developments by qualified teachers.

As the First President of the Republic of Uzbekistan IA Karimov noted, ―Continuous education is a state of educational standards, rich cultural-historical and spiritual-ethical traditions, advanced science, technology and technology in the implementation of general and special programs, educational targets. Based on their achievements, using a whole complex of pedagogical influence in both educational and extracurricular activities, carries out purposeful activities aimed at improving the perfect person, personality. Taking into account the above objectives, pedagogical technologies and lesson plans have been developed that can be used for practical training in each of the topics of the current program, which is applied in practice in the field of geography.

First of all, due to the fact that the current program has some shortcomings, it does not specify the topics and hours of practical training, so the recommended pedagogical developments were taken on two topics and detailed the pedagogical technologies to be used. Therefore, the role and place of modern teaching methods - interactive methods, innovative technologies in the training of qualified professionals in higher education is enormous. At the same time, knowledge, experience and interactive methods of pedagogical technology and pedagogical skills ensure that students have knowledgeable, mature skills.

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Innovative technologies are the pedagogical process, as well as innovations and changes in the activities of teachers and students, the implementation of which is based on the full use of interactive methods. Interactive methods are called collective thinking, ie methods of pedagogical influence, which are an integral part of the content of education. The peculiarity of these methods is that they are carried out only through the interaction of educators and students. Interactive methods are accepted at three levels: general, local, and specific

The science of geography has its own peculiarities, in which, along with the applied pedagogical technologies, the role of the cartographic method has been

constantly shown. The use of "Keys-stage", "Problem", "Cluster", "BBB", "Insert", "Rainbow", which are widely used in pedagogical technologies today, has been shown. Blitz-survey, case-study, cluster technologies were applied to almost all topics and their efficiency was found to be high.

Today, many innovations aimed at modernizing the content of education, improving the quality of education, the widespread introduction of innovative technologies in education are being created and put into practice. The effectiveness of these innovations largely depends on the correct organization of innovative activities in the educational institution. Today in Uzbekistan, educational technologies that increase teaching and creative activity in geography classes and increase the effectiveness of the educational process are called interactive methods. Different strategies are used in lesson systems based on interactive methods. At the same time, students are not prohibited from using books, notebooks and other methods, but are encouraged to use such methods.

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Nowadays, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. teaches them to study and analyze independently, and even draw their own conclusions. The educator creates conditions for the development, formation, acquisition and upbringing of the individual in this process, and at the same time performs the function of management, direction. In the learning process, the student becomes the main person.

USE OF ADVANCED FOREIGN PEDAGOGICAL EXPERIENCE IN TEACHING GEOGRAPHY

In the following decades, the system of training and retraining of geography teachers has risen to a much higher level. At present, geography education is conducted in 3 directions in many countries of the world: 1. Teaching on the basis of a single curriculum and syllabus for all students (formed in Eastern Europe and the former Soviet Union) Teaching additional elective courses (in the Philippines, France, Japan, and most other countries) is a compulsory subject for all students.

In the countries of the first group, geography education consists mainly of natural and economic geography courses. It is conducted on the basis of a single curriculum in all schools in urban and rural areas. In the countries of the second group, geographical knowledge is not in the form of special disciplines, but in the form of integration, and other disciplines are integrated into the course. At the same time, those who want to study geography in depth can increase their knowledge only through special optional courses. Because of this, there is no single state plan for geography education in this group of countries, and each teacher can create a curriculum based on the conditions in which the school is located. For example; There are more than 1,700 counties in the United States, all of which have their own unique geographic education and work on different programs. In the third group of countries, geography is not a compulsory subject, and its study through optional classes occupies 30 main places.

In general, in the developed countries of Europe and America, among the subjects that are mandatory for all students, diversity - a type of optional courses of varying complexity is widespread. In the world practice, the 3-level education system is the main, ie: primary school 1-4 grades, middle level 5-9 grades: upper level 10-12 grades. At each stage, geography education has a specific purpose. For example, the main purpose of geography education in primary schools is to study the environment. The second stage is to study the economic life of their country, to obtain information about the necessary professions, to form educational skills and competencies. The third stage is the study of the global problems of humanity and the world economy in schools. In the world experience, the state of geography teaching is not important. Because of this, there are 2 proponents of the idea (direction) of teaching it to students.

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Proponents of the first direction argue for the implementation of regular teaching of geography as an independent subject in the curriculum, while supporters of the second direction try to prove the integration of geography with other disciplines. The United States was a world leader in the integration of academic disciplines, and in the education reform of the 40s and 50s, geography, like many

other disciplines, was removed from the list of compulsory subjects and merged with history and sociology. Such teaching of geography caused many difficulties for the students. As a result, the quality of geography education has declined significantly, leaving students without the necessary skills and competencies. For example, half of the 400 students who applied to teach geography at the University of Michigan found that they only studied geography in elementary school. Because of this, the United States is currently struggling to restore geography as an independent science.

In many countries around the world, the study of science is voluntary and is done under the wishes of students. In countries belonging to this group, the number of compulsory subjects does not exceed 7-8. For example, in Finland and Sweden, Finnish and Swedish, economics and sociology, biology, chemistry, English, religion and sports are compulsory subjects. Classroom gymnasiums are common in the Scandinavian countries after 9 years of compulsory education. In such gymnasiums, a group of two students develops an annual curriculum. Curricula in such gymnasiums are approved by course leaders and administration.

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The academic year in the gymnasium is divided into 6 periods. Each period lasts 6 weeks and the courses last 32 hours. One subject from each course is read for one hour per day. The gymnasium student studies 4-7 hours a day. Sports classes are held after training. At the end of each term, students' knowledge is assessed. If a student receives an unsatisfactory grade, he or she will retake the course. In almost all countries, the system of geography education is linked to the socio-political and economic system of the state. In the CIS and Eastern European countries, where the study of natural and economic geography is based, the laws of nature and economic development, the relationship between society and nature, environmental problems form the basis of geography education.

An analysis of textbooks and manuals from geography in different countries has shown that they produce several manuals for a single course. In most cases, they are information-rich and informative. In such manuals, the text is 20-40 percent, the image 20 percent, the statistics 20 percent, and the questions and assignments 20 percent. The images in the book are extremely high quality. In lower-grade manuals,

however, there are almost no maps, which have been replaced by map schemes. Numerical numbers are almost non-existent in the text, and the existing ones are of a comparative nature, given in such ways as the lowest, the highest, the smallest, the highest, the longest. The questions and assignments that are asked after the two sections may not reflect the content of the topic.

Most of the questions are given in the form of problem assignments, discussion questions, practical games. Geography textbooks for students cover a wide range of geographical knowledge in the form of special questions for working with computers, interesting assignments, methods of mathematical statistics, various games, tests. Students play a research role in the process of doing them independently. Thus, the textbook of geography occupies the leading position in the methodology of teaching geography in developed countries.

The strengths of UK geography education include: Strengthening the theoretical aspects of education, i.e. teaching more modern geographical research methods in it. Effective use of psychological and pedagogical research methods in the process of teaching geography, teaching students to make hypotheses. The textbook focuses on the methods of conducting experiments of different content, that is, the formation of imagination, understanding and different views, trying a method, the forms of organization of education are much weaker.

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To study the studied problem on the basis of the author's opinion and against it. In grades 5-8, geography is allocated 2 hours per week. These classes mainly study the geography of the leading countries of Europe and the world. Knowledge of the basics of topography and cartography is also provided. Several optional textbooks are recommended for teachers ’attention. "Countries and peoples", "Earth and man", "New geography", "Earth science" and so on. In grades 9-10, geography is not studied as an independent subject. In some administrative units, the geography of Europe and Germany is studied in depth with curious students. In these courses, knowledge of the economics, politics and state system of the country takes the lead.

Recently, there is a growing interest in teaching geography, history, sociology, economics through combined courses. In Germany (grades 11-13) only in some

places is geography taught as a partially independent subject. Some geographical knowledge is also imparted in the disciplines of the combined course series. In the upper grades, more emphasis is placed on the study of complex problems in geography. For example, "Human growth", "Problems of famine", "Problems of transport", "Human life in industrial centers", "Industrial economy" and so on. 33 The teaching of geography in French schools is somewhat better organized.

The goals and objectives of teaching geography are very clearly defined. The French geography program was designed for two-level schools. Interestingly, in France, classes are conducted in reverse. Phase 1 The school consists of 6,5,4,3 grades (students aged 11-15). Higher education is provided only in lyceums. Phase 2 consists of 2,1 and graduate (15-17 years old) classes: geography education begins in 6th grade, where "general geography and the African continent" are studied. Grade 5 teaches American, Osiè, Australia, Antarctica, Grade 4 Europe (excluding France), Grade 3 French Geography. Continuing education in high school corresponds to 2.1 and graduating classes. In the 2nd grade, the knowledge and skills acquired in the geography program in college (6-5-4-3) are deepened.

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In the 1st grade of the lyceum, students deepen their knowledge of French geography in the 2nd grade school. In the graduating classes, the geography of four major countries - the United States, Russia, China and Japan - is studied in depth. The advantage of French geography textbooks is that they are troubled. All the problems stem from the content of ‘man-nature’. The teaching of geography in Finnish schools also has its own characteristics, and the teaching of geography is at a higher level than in developed countries. Education consists of two stages: the first stage consists of a public school in 9-year compulsory secondary schools, and the second stage consists of gymnasiums.

The first stage of geography education in the school begins in the 3rd grade and ends in the 9th grade, in grades 3-4 students are given information about the nature and economy of their country and neighboring northern countries. In the first year of the gymnasium, geography is studied as a compulsory subject, while in other classes students can study it as a special course at will. In Finland, the curriculum

changes frequently. Geography education in Hungarian schools lasts 7 years. 4 years basic (grades 5-8) and 3 years (grades 9–10-11 in the gymnasium). Classes 2 hours per week. In the process of teaching geography, 65% of the time is spent on explaining a new topic, 3% on excursions, 29% on practical training.

Recently, there has been a reduction in the number of hours allocated to geography in Hungarian gymnasiums. In developed countries, great attention has been paid in recent years to public education. For example, in many Asian countries, by 1985, funding for public education had increased more than 20-fold. Especially in countries such as Malaysia, Saudi Arabia, Jordan, Singapore, South Korea, Thailand, Syria, India, Pakistan, Turkey, the development of public education was much higher. In most Asian countries, children start school at the age of 5-7. In Bangladesh, Burma, Lebanon, Pakistan and Sri Lanka, children go to school from the age of five. In most countries in Asia, compulsory education is 5 to 10 years, and continuing education in high school is 4 to 8 years. Programs for geography are the same in most countries and are devoted to the study of the natural and economic geography of a country.

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Recently, in developed countries, curricula, geography textbooks have been developed and created taking into account the needs of the country's economy. The most commonly used methods of epg in geography education in foreign countries are as follows. In the United States, the United Kingdom, New Zealand, and Western European countries, the heuristic conversation method is widespread. The main focus is on teaching students to learn more independently, to do small research. Problems based on pictures, various documents, tools, questions are brought to the attention of students. In the handout method, different drawings, tables, and maps are created and distributed with different errors, and students are required to find those errors independently.

Different examples and problem solving are also widely used to increase students 'interest in the lesson, and more examples and problems are used to develop students' entrepreneurial and resourceful qualities. Problems such as where to sell the finished product, determine transportation costs, efficient use of labor resources,

etc. can not be done without solving problems. One of the most common methods is to mix the texts, ie the answers, correctly and incorrectly, and to separate the correct ones by numbers. Working with statistical sources, use of cartographic manuals, mathematical modeling are common teaching methods 35. Debate is especially prevalent in geography education in developed countries.

Experience of foreign educational institutions. There are 4 world-renowned and proven models of personnel training and education system reform in higher education institutions. These are models from the United States, France, Germany, and Japan. Although they are close to each other in terms of general rules and directions, they differ depending on the current economic, socio-political situation, national characteristics and living conditions of their citizens. For example, in the Japanese education system, the "family" factor is given a lot of attention.

In the United States and France, paid schools have been introduced, depending on local conditions. However, self-justifying and effective models in some countries cannot be directly applied or applied to other countries. Therefore, the experience of developed countries has been studied in depth, and a new model of the training system has been developed, taking into account the national and Republic-specific features and conditions. The main components of the national model of training: the individual, the state and society, continuing education, science and production systems consist of an integral common educational-educational, socio-spiritual hierarchy (dominance).

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U.S. citizens hold the Constitution, the foundations of American statehood, and democratic principles sacred, and are constantly concerned about inculcating this feeling in the minds of young people. Young people develop a desire to live freely, a sense of independence. Every American is taught from childhood to rely on their own strength, not to back down on someone or something. Every American has confidence in the future. It is this “American dream” that motivates people to new goals, inspires them to implement new ideas. In general, the rules of democracy and freedom form the foundation of American ideology.

As a result of such upbringing, qualities such as self-confidence, spiritual freedom, and independent thinking were instilled in the blood of Americans. There are teachers in American high schools who have to teach and take exams in certain subjects that are taught in the first year of colleges. There are no graduation exams in American schools. Entrance 36 entrance exams like ours are not taken for admission to higher education institutions. However, each entrant must pass a test in mathematics and English to enter the university. Such tests are conducted in the United States 3-4 times a year. Test questions are published annually in book form. They show about a thousand exercises, problems and their solutions. Students take this book and prepare for the entrance exams. In America, students can take entrance exams in math and English while they are in grades 10-12, at a time convenient to them. There is also a complicated test. Not all students entering higher education are required to take this test. If a student enters the university by passing these complex tests, he or she will be awarded a special scholarship.

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America's greatest asset is intelligence. Wisdom is valued in this country, smart students are rewarded separately. Even though smart, excellent students are considered the pride of educational institutions, they try to keep them in educational institutions by providing them in various ways, assigning scholarships. The list of students who have achieved success in their chosen field is published in a separate book each year. The purpose is to draw the attention of companies interested in this field to future scientists. The results of the tests listed above and the average grade obtained in all subjects in the upper grades are the basis for whether or not to admit a student to university. American colleges are two-year and four-year. A student who graduates from a two-year college will have the most basic degree in higher education. Students who graduate from four-year colleges earn a bachelor's degree and advance to the first level of higher education. Four-year colleges correspond to our four-year institutes and some universities. American universities include two- and four-year colleges, research centers, and second-level higher education institutions. The second stage corresponds to the master's stage of our national education system.

In order to enter this educational institution, it is necessary to pass an examination in two subjects. A student who successfully completes the course will receive a master's degree. A student with a master's degree can enter a doctoral program. In America, only a serious exam in the specialty is required to enter a doctorate. The examination board will also include the student's future supervisor.

Upon successful completion of the course, the student who has completed the dissertation will receive a doctoral degree. All students who have a doctoral dissertation in the social sciences are awarded the title of "Doctor of Philosophy".

In Japan, one of the most advanced countries in the East, the most effective and efficient method of educating the citizen, the youth, is used. The school was chosen as the main place of such upbringing. Because in school, in addition to education, the child is formed as a person. Civil education in the country is carried out within the framework of the system of "moral education". In official documents, the system of "moral education" is called:

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1) "character-oriented education"; 2) "activities aimed at cultivating moral qualities acceptable to the state"; 3) "Education of the basics of civic ethics." In fact, this system serves as a system of educating the nation. It is also used as a powerful ideological influence tool. According to many scholars, it is the system of "moral education" that forms the ideological basis of Japan's economic development. Because this system is aimed at the effective use of spiritual potential in production. Japanese higher education institutions accept students who have completed high school or 12-year regular school.

There are 460 universities, 95 of which are state-owned, 34 of which are municipal, 331 of which are private, 8 in the 1st category universities, and 20 in the 2nd category universities. Admission to universities is divided into two stages:

Stage 1 is held in the dormitory: for this they take tests in Japanese, Old Japanese, mathematics, physics, chemistry, sociology, history. Students who pass these tests will be referred to universities and will take the test again. Private universities will be tested directly. A number of private universities have their own continuous branches (covering all stages, starting from kindergarten). It is not

possible to expel students from the university. But the study period can be extended (4 years of study can be extended to 5-6 years). Colleges: 1 junior college; Technical College 2 is divided into 3 special colleges. Students who graduate from it receive a bachelor's degree and are admitted to the university's 3rd or 4th year.

The education system of the People's Republic of China also has its own peculiarities that deserve to be studied. China has long been one of the largest countries in the East. The emergence of pedagogical ideas, teachings in ancient China dates back to the middle of the 2nd millennium BC, and they are mainly reflected in the teachings of Confucianism, Taoism, Yang Zhu. Higher education institutions - universities, colleges, etc. are divided into several types depending on their position. The amount of points obtained in the final exams is of great importance when applying for education in these institutions. The amount of points earned each allows you to apply to a particular type of university. As a result of the high share of jobs among the population of the country, the growing number of foreign students wishing to study, there are about 200-300 applicants for a place. Entrance exams are held in seven subjects, depending on the direction. Unlike other types of education, tuition fees have also been introduced in higher education. Gifted students have the opportunity to study for free. However, businesses where students work can also make payments through remittances. The higher education system of the PRC consists of universities, colleges and professional high schools. These educational institutions aim to develop science, technology and culture, as well as to become competitive scientific centers in the world education system. The main focus is on the political, economic and legal spheres, as well as on the training of personnel important for the development of such sectors as finance, machinery, electronics, computer technology.

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Chinese universities are characterized by polytechnics and a certain technical field. While polytechnic universities train representatives in the natural and technical fields, technical universities in certain fields train representatives of a specific technical profession. There are more than 2,000 colleges, universities and vocational colleges, and more than 9 million students study here. 5.5 million of them. are

students of the undergraduate education system. There are more than 450,000 master's and doctoral students. In addition, the universities have 100 research laboratories and 36 state engineering centers.

Admission of foreign students to Chinese universities began in the 1950s. Currently, 360 universities in 31 provinces of the country have the right to admit 39 foreign students. More than 78,000 foreign students from 175 countries study at these educational institutions. Beijing (4,000) and Fudan (3,000) universities have the largest number of international students. 80% of them are representatives of various Asian countries. The higher education system of the PRC consists of several stages.

In French education, bringing children ready for school from an early age is a very important issue. In France, children between the ages of 6 and 11 are enrolled in primary schools. Students complete elementary school at age 11 and move on to high school. Secondary education is provided in colleges and lyceums. Secondary education is provided in two stages. Upon completion of the first stage (from 11 to 15 years), students receive a certificate in their professional field.

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In the second stage, children aged 15-18 are educated. They study for three years and take an exam for a bachelor’s degree and a diploma. Only then will graduates be eligible for admission to higher education. In France, students take exams only for admission to pedagogical, polytechnic institutes, and higher administrative schools. In addition, the propensity for this profession is also tested separately. In other universities and colleges, jobs with a bachelor's degree can be accepted without an exam.

Higher education is carried out in universities in three categories. The first category: in general, the study period lasts two years. The second category: the study lasts one year. Students complete it with a master’s degree. The third category: study lasts 1-2 years. In this cycle: - Diploma of in-depth study of any subject 1 year; - Diploma of specialized higher education 1 year; - The third series of doctoral dissertations 1-2 years; - The state doctoral dissertation can be obtained by thoroughly studying any field, such as writing a dissertation. There are more than a

thousand high-tech institutes in France that provide higher education and specialization. They typically specialize in industry, consumer services, and computer science.

The training period is 2 years and also includes eight weeks of production practice. The distance learning outlets are so wide that it can recommend 500 types of secondary, higher professional education. In France, they study at special centers that teach education leadership in order to achieve a school leadership position. In such centers, they study aspects such as leadership, management of the school economy, legal issues in education, legislation, working with parents, organizing cultural education, building a good psychological environment in the community. After graduation, they pass an interview and test exams.

The principal does not teach. His performance will be closely monitored for two years. During these two years, if the school principal is unable to act as a talented organizer, a mature leader, he or she will be removed from that position. The demand for schoolchildren is very high in France. Especially in primary schools, a teacher should be a master of his profession, a great speaker, artist, musician, athlete, organizer, exemplary character. Teachers focus on improving their theoretical and methodological skills. There is no set deadline for refresher courses.

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Teachers voluntarily take exams at test centers. During these examinations, if there are some shortcomings in the work of the teacher and the need for professional development is identified, the training will be conducted at the expense of their time and resources. Diplomas and certificates of higher education in geography, certificates of retraining, master's and doctoral degrees are available in more than 200 higher education institutions around the world, including Australia, USA, UK, Netherlands, Malaysia, New Zealand, Sweden. During the study, 41 geographies of individual regions ("Natural geography of continents and oceans" in the education system of Uzbekistan), a number of subjects belonging to the category of cartographic and geodetic sciences, as well as economic geography with a large capacity will be taught. Geographical knowledge is studied in a number of areas in foreign universities. EuroAsia Consulting is a Canadian education company that

admits students from the former Soviet Union, including Central Asia, China and Turkey to prestigious Canadian universities and colleges. When studying the university programs offered by him, one can see that they have a number of peculiarities. Concordia, Royal Rhodes, Simon Fraser, Thomson Rivers, Geography in the faculties of humanities and natural sciences, natural sciences in the field of nature protection, environment, natural resource management. sciences are taught. The faculties offer more than 100 innovative programs that meet the different needs of students.

However, the unique aspect of studying at Simon Fraser University is the opportunity to create your own program independently from the programs of different faculties.Thomson Rivers University offers new postgraduate programs. These programs are suitable for those with higher economic education and those who want to pursue a narrower specialization.Education at the University of the West of Canada takes place interactively in small classes. Assimilation of materials is based on personal experience - teachers respond quickly to the needs of individual students or groups. At the same time, the flexible schedule of admission of new students (February, May, July, September and November) is also unique. Undergraduate programs include land-environment-geography-geology. There is a $ 6,000 stipend for first-year students entering with excellent grades and high IELTS scores (6.5 and above).

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THE ROLE OF EXCURSION IN TEACHING GEOGRAPHY

The basis of comprehensive education of students is the formation of a scientific worldview based on them. Excursions in geography are the highest form of exhibition. The knowledge gained during the excursion is a source of knowledge about the specific features of these objects, the laws of nature, that is, the formation of general concepts. The content and scope of an excursion depends on the conditions of the district or place before the excursion and the trip, as well as the tasks set before it. During the field trips, students will learn about the natural conditions of the area, as well as local laws. Also, during the excursion to the

enterprises and production facilities, students will get acquainted with the economy of the enterprise, which is part of the economy of the district, and learn about the economic organization of the enterprise, which is also part of the economy.

Geographic tours help students explore their own country. Not only do they create general ideas and concepts, but they also arouse interest in observation. The practical work done during the excursion increases the activity of students. Develops practical skills and competencies. Each geography tour reinforces and expands students' knowledge in the classroom. Excursions at the school are organized depending on local conditions. Students in grades 6-9 are involved in organizing study tours within a district, depending on the curriculum and purpose. It is a good idea for students to learn about the nature of other districts, provinces, etc., and the school environment before studying the economic activities of the population. Excursions can be organized even from elementary school to places not far from nature. In this way, the task of applying theoretical knowledge in practice is fulfilled.

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The purpose and content of geographical excursions, their duration, location, number of participants, age and other aspects vary. However, the tour consists of 3 main stages.

Step 1 Prepare for the tour

Step 2: Excursion

Step 3: Complete the tour

Due to the large number, scale and diversity of the studied object, the possibility of excursions in geography is very large. Excursions give students a clear idea of geography.

During the field trip, the teacher has such a strong impact on the students that it is impossible to have such an impact at school or in the classroom. A day spent in the field, in the mountains and in the mountains, or in a manufacturing plant, can be more effective in broadening the geographical worldview and understanding the laws of geography than a few days spent in school. Excursions refresh students, increase their observation, critical thinking and life skills. During the excursion, students work to a certain extent, get acquainted with nature and the environment,

get to know their country better. Excursions increase their love for their homeland and the place where they live. Therefore, frequent school excursions in the school have a positive effect on the outlook of young students of all ages.

The teacher should pay attention to the following when organizing a geographical tour:

1. Introductory conversation. General description of the natural environment, purpose of the tour, explanation of tasks.

2. The selected natural object should have a bright appearance of relief, rocks, vegetation, soil layer, rivers, streams, lakes.

3. Explain how to distinguish natural geographical complexes in nature, the methodology of its description.

4. Teach students how to behave in nature.

5. Identify the nature of the independent work of nature study brigades.

6. Excursion area is suitable for walking.

7. Conducting the final interview, organizing the collected materials and reports, etc.

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Organization of natural-geographical excursions. During the teaching of geography in grades 5-7, it is very important to observe the school environment, that is, to organize autumn excursions. During the observation and excursion, students observe the micro-relief of the school grounds, walk along the stream, take measurements, learn to orient on the ground, make a simple plan of the place, determine the azimuth angles of objects relative to the point of standing. They observe the weather today, measure the temperature with a thermometer, and determine the strength and direction of the wind. During the tour, students will also be able to use a compass, tape measure, thermometer, levels and other measuring instruments.

Organizing economic and geographical excursions. Basically, students in grades 8-9 are asked to choose a production facility and talk to the company's management. Of course, the company selected for the tour should be part of the local economic zone, and the technological process should be clear to students. To

acquaint students with the rules of technical safety of the enterprise and to inform students about the organization of production through the enterprise environment. Organizing independent work of students. Get acquainted with production technology, finished products, exports, imports, number of employees and other statistics. Take the opportunity to learn about the formation of the enterprise, its role in our economy, the prospects of the enterprise, its impact on the environment. It's a good idea to take a photo or video of what you see. In the course "Economic and social geography of Uzbekistan" (8th grade) the national economy of the country is studied in relation to the population and natural conditions, and the general principles of its territorial organization are scientifically substantiated. They learn economic and social concepts and terms in the production process. Excursions on some topics of the textbook can be organized depending on local conditions. The industrial production potential of the country is growing every year.

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PISA INTERNATIONAL SURVEY

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 No 997 - "On measures to organize international research in the field of education quality assessment in the public education system" and the National Center for International Research on Education Quality Assessment under the State Inspectorate for Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan was established to support and encourage innovation, especially the creative ideas and creativity of 43 generations.

Ensuring the successful participation of secondary schools in international research; comparative comparison of the results of the Republic of Uzbekistan in international assessment programs with the results of other countries; systematic monitoring of the implementation of international assessment programs in the educational process, dissemination of best practices in this field Participation in the development of recommendations and manuals; reading with the use of innovative teaching methods, preparation of educational and methodological recommendations

for professional development of teachers in mathematics and science, etc. are identified as the main tasks and activities of the National Center.

It is planned to organize international research on the following international assessment programs: Progress in International Reading and Literacy Study (PIRLS) - assessment of text reading and comprehension of primary school students; Trends in International Mathematics and Science Study (TIMSS) - 4th and 8th grades The Program for International Student Assessment (PISA) - Assessment of reading, mathematics and science literacy of 15-year-olds; The Teaching and Learning International Survey (TALIS) - general secondary education for leaders and teachers to study the teaching and learning environment in educational institutions and the working conditions of teachers.

A "Roadmap" for the preparation of the Republic of Uzbekistan for participation in international research on international assessment programs has been developed, according to which the introduction of best national and international practices to improve students' written and spoken literacy; development of electronic education for students to learn independently, creating and enriching a database of questions on international research in reading, mathematics and natural sciences; introduction of independent education for students to prepare for international research in reading, mathematics and natural sciences; organization of trainings in the regions in cooperation with qualified teachers and trainers on the implementation of international research. PISA is an international program that assesses the literacy and competence of 15-year-old students and is conducted by the Organization for Economic Cooperation and Development once every 3 years. It monitors the quality of students' knowledge in reading, mathematics and science and evaluates it on a 1000-point scale. This international program was developed in 1997 and was first implemented in 2000. With the help of the program, changes in the education system of different countries are identified, compared and evaluated.

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The results of these studies are followed with great interest around the world. Therefore, its importance and coverage is growing year by year. For example, while 265,000 students from 32 countries took the program tests in 2000, this figure is

expected to double in 2018, to more than 540,000 students from 78 countries. The number of participating students from each country is 2% of the total number of 15-year-olds in the country. The PISA program tests are organized by the Organization for Economic Cooperation and Development with the participation of leading international organizations and national centers in the consortium.

TIMSS is an international monitoring of the quality of teaching mathematics and science in schools, organized by the International Association for the Evaluation of Educational Achievement (IEA). This study helps to compare the level and quality of knowledge acquired by 4th and 8th grade students in mathematics and science in different countries and to identify differences in the national education system.

In addition, the content of education in mathematics and science in schools, the educational process, the capacity of the educational institution, the potential of teachers, the factors related to the families of students are studied. This information will be the basis for indicating the state of mastery of the specified disciplines. The survey is conducted every four years with the participation of many research centers and organizations around the world, including the US Educational Testing Services (ETS-Educational Testing Services), the Statistical Center of Canada, and the Secretariat of the International Association for Educational Achievement (IEA). Advisory committees consisting of experts from various countries will also be set up.45 School students must have the knowledge, skills and competencies to meet international standards and have the appropriate competencies to pass international tests.

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It was noted that the following changes are needed in the education system: changes and additions to the content of state educational standards, curricula and textbooks in the native language, mathematics and natural sciences, based on the results of international research; create a national database of questions on the PISA assessment program in the native language, mathematics and natural sciences and integrate it into the curriculum;

- Development and implementation of additional manuals and literature based on the curriculum, which includes questions in the field of PISA assessment program;

- Organization of professional development courses in order to update the forms, methods and technologies of teaching PISA native language, mathematics and natural sciences and to increase the knowledge and training of teachers in this area;

-to create a national system for assessing student literacy in these subjects and to conduct systematic tests aimed at assessing the formation of practical skills in 2019-2021;

- organization of advanced training and internships of high-potential pedagogical and scientific personnel of educational institutions in the leading educational and scientific institutions of developed countries;

-Establishing relations with prestigious educational and research centers, international and foreign organizations in the member countries of the Organization for Economic Cooperation and Development, participating in the PISA and TIMSS assessment programs and studying the experience of advanced and developed countries;

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-Involvement of foreign scientists, teachers and specialists in the educational process of the centers for retraining and advanced training of managers and teachers;

-to create sufficient conditions for students to prepare for the PISA international assessment program in their native language, mathematics and natural sciences, to study independently. Timely and high-quality implementation of the above tasks will ensure the integration of the education system of our country into the international educational process, will serve to identify gaps in the field, to identify new tasks. A fair and transparent assessment of students 'knowledge is also achieved.

STEAM-EDUCATION - INTERDISCIPLINARY LINKS AND PRACTICAL COMMUNICATION

The Decree of the President of the Republic of Uzbekistan "On additional measures to improve the management system of public education" NPF-5538 dated 05.09.2018, including the draft resolution of the President of the Republic of Uzbekistan "On approval of the State Program" Modern School ". This includes the construction of modern schools on the basis of standard projects developed using environmentally friendly materials and alternative energy sources;

-equipping schools, including classrooms, with new comfortable furniture, modern teaching and laboratory equipment, textbooks and teaching materials, computer and multimedia equipment, video surveillance systems;

-Within three months, it is planned to radically reconsider the procedure and system of professional development of managers and teachers of secondary schools, taking into account the optimization of curricula and programs, the widespread use of innovative, including distance pedagogical methods, the overall effectiveness of this process.

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Accordingly, Presidential schools will be opened in each region of the country to identify talented young people. They will specialize in teaching STEAM subjects. STEAM is a new method of teaching school students and is an alternative to the traditional teaching system. It is based on a system of teaching children Science (Technology), Technology (Engineering), Art (Art) and Mathematics (Mathematics) simultaneously, where students learn through practical and entertaining project classes. In many countries, such as the United States, Singapore, Korea, Australia, China, the United Kingdom, Israel, state programs in the field of STEAM education are being implemented.

STEAM education is highly valued in many countries for the following reasons: 47 In the coming years there will be a sharp shortage of IT specialists, programmers, engineers, high-tech manufacturing specialists and other similar specialties in the world; in the future there will be professions that are hard to imagine now, all of which are related to technology and high-tech manufacturing in

connection with the natural sciences. In particular, there is a growing need for bio- and nanotechnology specialists; future professionals are required to have comprehensive training and knowledge of various fields of education: natural sciences, engineering and technology. STEAM-education is based on interdisciplinary connections and practical approach.

It demonstrates how the scientific method can be applied in everyday life. STEAM allows students to carry out project and teaching and research activities in school and out of school. The basic idea of the STEAM approach is that practice is as important as theoretical knowledge. In doing so, students are forced to use not only their own minds but also their hands in the learning process. The process of learning in the classroom lags behind the rapidly evolving world. The main feature of the STEAM approach is that students use their minds and hands to learn most subjects effectively. Acquires knowledge independently. In the STEAM learning environment, students immediately apply the knowledge they have acquired in practice. As a result, as they grow older, they realize that when faced with a variety of real-life problems, such as environmental pollution and climate change, they need to rely solely on their knowledge and work together to solve such complex problems.

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In this case, it is not enough to rely on knowledge in a single discipline. Accordingly, the STEAM approach is not only a teaching method but also a way of thinking. As a result of the great attention paid to the development of students' practical skills in STEAM education, their ability to work collaboratively, creatively, and will is strengthened. Such knowledge and skills are the main task of teaching, and the whole teaching system strives for it. STEAM is made in America. Some schools decided to integrate the natural sciences, 48 technologies, engineering skills, mathematics, following the subsequent activities of their graduates, thus creating the STEM (Science, Technique, Engineering and Math) system. Later art was added to it, and now STEAM was formed to the end.

According to teachers, the knowledge acquired in these disciplines will help students to become highly qualified professionals in the future. As a result, children try to acquire knowledge and immediately apply it in practice. Every day new types

of work are emerging, as well as new areas of specialization, which should make today's educators think. Do the knowledge and skills of the students they teach meet modern requirements? STEAM education teaches students to compare acquired knowledge with real skills. It not only allows students to come up with some ideas, but most importantly, to put their ideas into practice. The Massachusetts Institute of Technology (MIT) STEAM is a good example of this.

The motto of this university is "Mens et Manus" ("Thinking and Hand") and it has opened STEAM training centers and STEAM exercise centers in some educational institutions for children to get acquainted with the concept of STEAM in advance. In summary, STEAM encourages students to experiment, design models, create music and films independently, implement their own ideas, and create products. Such an approach to teaching allows children to effectively compare theoretical knowledge and practical skills.

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MODERN REQUIREMENTS FOR THE USE OF MAPS IN THE TEACHING OF GEOGRAPHY. CLASSIFICATION OF GEOGRAPHICAL MAPS

Geographical maps are very numerous and diverse. They are classified for study, accounting, storage, and other purposes. Classifying maps on a scientific basis makes it easier to study the features and laws specific to their particular species. It is also reflected in the organization of cartographic production and helps it to work effectively; it is also necessary to create catalogs of maps, to place and store them systematically in the rooms where the maps are stored; and finally, it is especially important for places where maps are stored, such as libraries. After all, classification allows you to quickly find the maps you need and deliver them to users in a timely manner. In order to introduce automation in the information cartographic service, all types of cartographic works must be classified.

The classification of geographical maps can be based on the area of the area described in them, the scale, content, purpose, mathematical basis, period, place of publication, year, language and other characteristics of the map. But of the characters

shown, the first four characters that define the content and character of geographic maps are more important. Any scientific classification must meet a number of logical requirements. First, there must be a sequence in the transition from a general concept to a specific concept (going step by step in dividing a broad concept into more narrow ones). The second is to use a certain clear sign to be at each stage of the classification. When the third-broad concept is to narrower concepts, the total sum of them should correspond to the size of the broad concept. The groups separated at each stage of the classification must be clearly distinguished from each other. However, the more confusing the classification, the more difficult it is to implement this requirement in practice.

Institutions that collect and store all types of cartographic works first group them according to their shape (format, layout), with geographical maps, atlases, relief maps, and globes classified separately. Of course, with the development of cartography, the classification of geographical maps also changes and improves

The scale of the maps and the variety of areas depicted in them. Depending on the size of the scale of geographical (general geographical) maps are divided into the following three groups of maps: - Large-scale (scale 1: 100,000 and larger). - medium scale (scale from 1: 200 000 to 1: 1 000 000). -small scale (scale less than 1: 1,000,000). General geographic maps with a scale of 1: 100,000 and larger are called topographic maps. These maps depict the area topographically and perfectly.

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Therefore, topographic maps are widely used in accurate and thorough study and inspection of the area, the construction of various structures, as well as in accurate measurement and calculation work, on-site orientation. General geographic maps with a scale of 1: 200,000 to 1: 1,000,000 are called overview topographic maps. These maps provide a more general description of the area than topographic maps. They are widely used in the development of plans and projects for economic development, the location of large construction projects, the initial study of the area. Survey topographic maps are used as a basis for geographical study of the area, geographical zoning, the creation of various thematic and special maps and small-scale overview maps and atlases on the scale of this map, in military operations,

including in solving various operational and tactical issues. General geographic maps with a scale of less than 1: 1,000,000 are called survey maps.

On these maps, the area is described topographically in a very generalized way. Therefore, they can only provide general information about the area. Maps are subdivided into maps of the world, hemispheres, continents, oceans, seas, individual states, and other maps according to the area covered by them. According to the natural geographical, economic geographical and administrative-territorial principles (division), each country or continental maps can be further divided into groups. For example, a map of the natural geographical regions of the continents, a map of the natural geographical regions of individual countries can serve as an example.

Maps of Fergana, Chirchik-Ahangaron, Mirzachul, Zarafshan, Kashkadarya, Surkhandarya, Kyzylkum, Ustyurt and Koyi Amudarya can be cited as examples of maps of natural and geographical regions of Uzbekistan. Tashkent, Mirzachul, Samarkand. Maps of Fergana, Bukhara-Navoi, Kashkadarya, Surkhandarya and the Lower Amu Darya are examples of maps of economic and geographical regions of Uzbekistan. Maps of the ocean are also divided first into maps of the oceans or their basins and then into separate seas, bays and straits. Examples of maps of the administrative-territorial division of a particular state are maps of the Republic of Uzbekistan, the Republic of Karakalpakstan, administrative regions and districts (districts).

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Maps are initially divided into the following two major groups by topic (content), namely general geographic and thematic maps. 52 A general geographic map depicts the appearance of a geographical landscape. Its geographical content consists of the main elements of the landscape, relief, hydrographic objects, soil, vegetation and soil indicators, which are mapped with the same accuracy and perfection. The thematic map depicts some elements of the geographical landscape more clearly and perfectly than other elements. For example, the main element in a relief map is the relief, which is more clearly and perfectly displayed than settlements, roads, and so on. Even if a map depicts a natural or social phenomenon,

it is called a thematic map. Examples of such maps are history maps, geological, climate, soil maps, and other maps.

Thematic maps are initially divided into two major classes, classes in turn into species, and species into species. For example, thematic maps are primarily divided into two major classes, namely the class of natural (natural-geographical) event maps and the class of social (socio-economic) event maps. This classification can be clearly seen in the following scheme:

General geographical maps:

-topographic;

-review-topographic;

-obzorli.

Maps of natural phenomena:

- general natural-geographical;

-geological;

-geophysics;

-geochemical;

-geomorphological;

-meteorological and climatic;

-oceanological (ocean and sea waters);

-hydrological (surface waters);

-soil;

-geobotanic;

- maps depicting zoogeographic and other similar natural-geographical objects or phenomena;

Maps of social events:

-population; -economic (national economy);

-social-infrastructure;

-political-administrative;

-maps depicting historical and other similar socio-economic objects and events.

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The above species are then divided into species, for example, geological maps are divided into the following species:

-stratigraphic;

-tectonic;

-litological;

- Quarters;

-hydrogeological;

-geochemical;

- minerals;

-seismic;

-volcanism and others.

Social infrastructure maps are divided into the following types:

-education;

-subject;

-culture;

-health;

-physical culture and sports;

-tourism;

-household and communal services, etc.

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Variety of maps according to their purpose The purpose of maps has a great influence on their scale, content and method of design (equipment). We can see this when we compare general geographic or political-administrative maps of the same area with the same scale and meaning, but different purposes. Maps can be divided according to the purpose of their use: educational maps, scientific reference maps, propaganda and advocacy, operational management, navigation, cadastre, road, project, tourist and other maps.

Variety of maps according to their purpose The purpose of maps has a great influence on their scale, content and method of design (equipment). We can see this when we compare general geographic or political-administrative maps of the same area with the same scale and meaning, but different purposes. Maps can be divided

according to the purpose of their use: educational maps, scientific reference maps, propaganda and advocacy, operational management, navigation, cadastre, road, project, tourist and other maps. Maps are divided into general and private or area maps according to the breadth of the subject. The overall map (s) describe a relatively broad topic. For example, a general climate map will fully describe all of the key meteorological elements, including air temperature, precipitation, wind, and pressure. Also, all the leading industries (sectors) of the industry will be given in the general industrial map. The private map (s) will describe a much narrower topic. For example, in a private climate map, each of the key meteorological elements outlined above will be described separately.

The term "sectoral map" is more commonly applied to maps drawn on a socio-economic theme. For example, maps describing specific industries (sectors) of industry, agriculture, transport, services. The notion of the breadth of the subject, and hence the inclusion of maps in the general or specific, is to some extent relative. The agricultural map, or two separate crop crop maps, is considered sectoral relative to the agricultural map, but the agricultural map itself can be considered as a sectoral map relative to the maps depicting the national economy as a whole, and so on.

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Maps are divided into analytical and synthetic maps, depending on the method of scientific study of the phenomena described in them. Analytical maps distinguish individual aspects or features of events (processes) from the whole, without taking into account the relationship and interdependence of these events with other aspects or features. Temperatures, winds, rainfall, altitude, slope, and fragmentation are just such maps. They emphasize the climate, some features of the relief.

Conversely, synthetic maps provide a complete picture of the events being mapped, taking into account the specific components, properties, internal and external relationships of these events, and giving their integral descriptions, but do not show each of them on the map in a clear and analytical way. Landscape maps, climate maps are such maps. They are divided into climatic zones on the basis of a set of indicators (temperature, precipitation, their annual change, etc.).

Complex maps, which show several features of events together or several interconnected events, but each of them in a separate self-indicator, form a separate category. These are accessible, multi-sectoral maps. For example, synoptic maps, topographic maps, etc. Maps are based on the objectivity and practical orientation of the information used in their creation: to documentary maps, to summary maps based on a certain conclusion. as well as making them hypothetical, tendentious; practical assessment, recommendation and forecast maps, and other maps.

IN THE PROCESS OF TEACHING GEOGRAPHY MODERN REQUIREMENTS FOR THE USE OF TEXTBOOKS AND MAPS

Several teaching methods have to be applied to use current geography textbooks. Regular work with the textbook at all stages of the lesson is the main direction in the development of solid knowledge, skills, cognitive abilities of students. Teaching students to use books is one of the important tasks of school geography. The textbook is a basic guide for students, the most important source of knowledge they can acquire. It is difficult to say that the school is making full use of all the educational opportunities of textbooks.

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In most schools, textbooks are rarely used in the study of new material, and are not used at all in determining students' knowledge. As a result, most students do not know how to work with the textbook, find it difficult to find the answer to the 90 tasks given in the textbook, and search for the necessary images and tables for a long time. Therefore, working with the textbook is the most important pedagogical issue. Students work with the textbook under the guidance of a teacher. The teacher introduces the textbook to the students in the first lesson at the beginning of the school year: the students open the title page of the textbook, get to know the name and author of the textbook, get acquainted with the content on the last page of the textbook.

The teacher gives general instructions on how to work with the textbook, explaining the maps, diagrams, tables, profiles, pictures, applications, questions, assignments and their importance of the textbook. There are many ways to work

with a textbook in the classroom, one of which is to work with text and gain new knowledge. Work with the text of the textbook begins with the reading of the text. Reading of the text begins with the beginning of the school year in grades 5 and 6. After reading a certain part of the text, the reader should express its content in his own words. The teacher shows the geographical objects on the map, explaining the difficult phrases and new terms encountered in the text.

Another way to work with a textbook is to plan some of the topics in the textbook. In this case, after students read the relevant text, they divide it into parts, highlight the most important, assign small topics to the separated parts. After students have made a plan for some of the topics in the textbook, they describe the content in points. It is not enough for students to understand and comprehend the textbook text in order to complete such tables, they need to remember the knowledge they have acquired before. It is important to work with the pictures in the textbook. Some pictures are analyzed based on pre-designed questions by the teacher. For example, when analyzing the picture “Equatorial forest of Eurasia”, the following questions may be asked: What are the characteristics of plants in equatorial forests?

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Why are forests so dark and diverse? What natural zone of the middle region do equatorial forests resemble? Which season of the year is depicted in this picture? Particular attention should be paid to the completion of textbook assignments. In order to increase students' independence, the teacher may require answers to the "first task" or the "third task" without teaching assignments. To do this, students read the content of each task from the textbook and prepare an answer.

The teacher should teach students to work with the digital information provided in the textbook. This information is used to describe geographic features, regions, and natural geographic features. For example, in Grade 6, students may be given a diagram showing the length of major rivers on Earth, in Grade 7 a diagram showing the size of continents, and in Grade 8 a diagram showing the change in crop yields throughout the year or a graph showing air temperature. It is also possible to study new material independently from the textbook. Before studying the selected topic independently, the teacher briefly introduces the content of the lesson topic in his

introductory speech and assigns the relevant topic to the students for independent study. The chosen topic should be clear and understandable to the students. The teacher writes the questions that the students need to answer on the board. Students read the textbook for about 15 minutes and prepare answers to the questions.

The teacher fills in the students' answers with additional information, at the end the teacher summarizes the answers and draws appropriate conclusions. The course on the geography of continents can be recommended to study the topic of rivers and lakes of South America independently from the textbook. Giving appropriate instructions for independent study of the material, the teacher emphasizes the need to pay attention to the nature of the Amazon River, waterfalls, and lakes, and then he writes the following on the board: How are South American rivers distributed across ocean basins? What is the main feature of the Amazon River? Compare the Amazon with the Congo and Nile rivers in terms of water content, length and size. Compare the Parana River water regime with the Amazon water regime. Describe the Orinoco River. What are the characteristics of waterfalls in South America? Describe the lakes of South America. These questions determine the knowledge acquired by students. Student responses will be evaluated.

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This method of learning new knowledge and information from a textbook is also of great importance as students 'independent work. Questions, exercises, and quizzes given at the end of each topic in the textbook can be used for students to answer. When working with a textbook, students 'responses are taken into account in assessing their knowledge. Working with additional literature In addition to working with the textbook, it is necessary to motivate students to work with additional literature, to teach them to find the necessary geographical information. In order to motivate students to work with additional literature, the teacher should tell interesting facts from popular science and art literature, about wonderful plants or animals, about the customs of the population. Assignments for additional literature may be given to one or more students. After the assignment is completed, the class will be given a brief overview outside of class two. When working with additional literature, it is especially important to recommend popular scientific and

artistic literature that melts the nature of the republic and the labor activity of its population. Working with additional literature is of great importance in learning the basics of geography and expanding students' knowledge. Modern requirements for working with geographical maps. Geography is unimaginable without a map. A map can tell the story of all the objects and events that geography studies, and a map can be superior to a book in telling a story quickly, accurately, and succinctly. As geography is studied in school, so is the map. Any research in the field of geography cannot be done without a map. Maps are the main source of knowledge in geography lessons. Therefore, every student should be able to read the map. If a student can look at a map and talk about an unexplored sea or river, determine the height and direction of mountains, describe the surface or climate of a particular place, it can be said that the student knows the map.

To learn how to use a map correctly, a geography teacher should introduce students to each new map in the following order: the type of map, how to use it, and explain its symbols; draw students' attention to the scale of the map; show "targets" that serve as "measurements" so that they can visually measure the location on the map (for example, the length of the Black Sea, the Caspian Sea and Sakhalin Island is 1000 km. The length of Lakes Baikal and Tanganyika is 600 km); should indicate the nature of the map projection. In addition, the teacher should draw students 'attention to the position of the degree grid, how the meridians and parallels are conducted, the latitude and longitude instead of being defined, 93 to the equator, prime meridian, polar and tropical circles.

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The location on the globe should indicate that it is depicted differently on the map. Working with maps. One of the main tasks of a geography teacher is to teach students to understand and read a map. Knowing a map means that students must be able to understand the symbols in it and visualize the images of objects and events represented by these symbols, and when they look at the map, they must have in mind the views of rivers, mountain ranges and glaciers. To know a map, you need to know how to orient the place, draw the directions of the sides of the horizon on paper, work with a scale, read and draw a plan of the place.

Then students should be able to determine the latitude and longitude on globes and maps, read maps of different content (natural, climate, soil, vegetation, population, etc.), identify the main advantages and disadvantages of the map. If students know the map, they will learn to describe the area based on symbols and inscriptions. At the same time, students learn to interpret the map and to reveal interactions and relationships, as well as to tell things that are not directly shown on the map. Read the map. The ability to read a map is formed along with the study of geographical materials throughout all geography courses. The map is taught to read both through special exercises and in the process of studying the geographical material. It is important to understand the map before reading it. To understand the map, you need to know the "alphabet" of the map.

But if the student is taught the map alphabet and does not practice map reading, it will not give effective results. The main curricula in Uzbek-language schools are in Russian. Therefore, it is necessary to explain to students the meaning - translation of geographical terms and phrases that are often found on the map. It is advisable to compile a Russian-Uzbek dictionary of geographical terms for students. This saves 2-3 minutes of class time and 10-15 minutes of student time. To master the art of reading a map, you must first know its symbols. Students should be able to visualize the objects on the plan. Students will be able to visualize 94 symbols of a topographic map, as well as other geographical maps, only if they are directly involved in and understand the approximate plan.

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Map reading is simple at first and gradually becomes more complex. 6th graders can answer simple questions. For example, when asked what forms of relief are found in Uzbekistan, students simply look at the map and point out the important narrows and lowlands in Uzbekistan. This kind of work becomes more complicated in the 7th grade. As map reading becomes more complex, students' knowledge also deepens. For example, how can the surface of Central Asia be described? What form of relief can be seen in the west of Central Asia? What mountain ranges are located north and east of the Pamirs? To the east of the Pamirs, what mountain is located almost the same width as it, what is its name? What mountains surround Tibet from

the south? Determine its height. Determine in which direction the Himalayas are located and its length. Students then try to figure out some of the information that is not given on the map. In order to be able to draw appropriate conclusions and conclusions based on reading the map, the questions asked to the students should be based on theoretical knowledge, identifying the causes of the event. For example, why is there so much crop in the Himalayas in the south and so little in the north? What causes Karakum and Kyzylkum to become a desert? questions. Students' knowledge of the map should be based on a specific order, plan (for example, the geographical location of a place in the following order: name of the place, the continent where it is located, its latitude and longitude, sea and land boundaries, convenience and inconvenience of geographical location).

A “journey” across a map is important in improving map reading skills. Students should be introduced to ‘travel’ routes. With a “journey” on the map, students animate the map, narrating the objects on the map as if they were there. Let’s take a look at a few ‘travel’ itineraries related to Eurasia. 1- route. A voyage from London to Vladivostok by ship along the southern shores of Eurasia. Route 2. Travel Tashkent - Kabul - Delhi (by car) - Calcutta (by train) - Jakarta (by ship). 95 3- route. Travel across the latitude of Tashkent from the western edge of Eurasia to the eastern edge. During these trips, students use maps, drawings, and herbariums of Eurasia of various contexts.

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In the first route, students talk about how they crossed the ocean, the sea, the straits, which peninsulas and islands they crossed, and the reasons for the freezing or non-freezing of the seas. The second and third routes tell about the terrain, seas, climate, rivers and their features, flora and fauna, population, as well as the convenient time for travel and the difficulties encountered along the way. During the "journey" they compare the natural conditions of each place with the natural conditions of their country.

One route can be answered by 2-3 students (divide the route into several parts). A trip around the map can be organized to reinforce and replicate the material studied. Compare maps. The method of comparison plays an important role in the

formation of geographical ideas and concepts in the minds of students. By comparing maps of different contents, students identify the geographical features of a place, draw appropriate conclusions about the specific features of nature, and identify simple geographical laws that are interrelated. The method of comparing maps to each other helps students read maps diligently and learn more from them.

In studying the natural geographic conditions of Australia, South America, North America, and Eurasia, students encounter natural zones located in a meridional direction. For example, students are asked to compare general geographic, climatic, and vegetative maps to determine the location characteristics of zones in North America and their causes. Students analyze maps to determine the impact of ocean and sea currents and relief on climatic conditions and the location of zones accordingly. Thus, comparing maps of different contents allows students to conclude that the geographical location and surface features of North America contributed to the meridional location of natural zones.

In the comparison method, training in map analysis is done in a specific order. 96 Students are encouraged to compare the two maps with each other and identify the interrelationships between elements of nature. For example, in the general overview of Africa (Grade 7), the task is to determine the relationship between climate and relief, between climatic conditions and the river regime, from general geographic and climate maps. In giving a geographical description of the natural geographic regions of Eurasia, students compare several maps, for example, general geographic, climatic, natural zones, population and political maps, which determine the relationship between the main elements of nature, individual aspects of population activity. Maps are usually compared through conversation, for example, the teacher asks students questions, students identify factual information by answering questions based on maps, and compare these maps with each other to draw appropriate conclusions.

Forming ideas about the map in the teacher. Such perceptions are formed by showing geographical objects on a map, searching for the names of these objects, quoting important facts, showing visual aids, using didactic materials, taking

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geographical dictation, drawing diagrams and maps, working with unmarked maps. Students will not be able to consciously assimilate information about geographical names and objects without knowing their place on the planet. As the teacher introduces students to new geographic objects, he or she suggests showing them first on a wall map and then finding these objects on an atlas or textbook map and talking about their location.

Students do not always pronounce some geographical names correctly (e.g. Scandinavian, Cordillera, Atlantic, Antarctica, Gulf Stream, Kilimanjaro, Newfoundland, Sixote Alin, etc.). Therefore, it is necessary to teach the correct pronunciation and spelling of place names. It gives good results if it is written on the blackboard and taught with an emphasis on difficult geographical names. In order for students to better remember geographical objects, it is necessary to show their landscape, photo or drawing. In some cases, it is necessary to narrate events related to the place where the names are studied. In studying the geographical names associated with the names of famous travelers and researchers, the teacher explains when and why the place was given that name.

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Names learned in this way do not rise from long-term memories. The use of hand-made didactic materials (symbols, circles, "arrows", various shapes) in strengthening the information on the map in the memory of students also gives good results. Circles, which are one of the didactic materials, are also necessary for independent work with the map. Working with circles can be done in 6th, 7th and 8th grades. Students cut circles out of cardboard about 1.5 cm in diameter. The circles are red, green, yellow, blue, brown. The prepared circles are stored in a small package or in an envelope. The number of circles can be 25-30. When students work with circles, they place circles of a certain color on the same object.

The advantage of this work is that the teacher monitors the work of each student well. Students do this work with interest. For example, in the course of continental geography in the study of the Pacific Oceans of Eurasia, the corresponding map sheet is opened from the atlas and says: Put green circles on the Pacific Oceans, red circles on the peninsulas, yellow circles on the islands. Students do such work with interest.

They also know the name of the place when each circle is placed on the corresponding geographical object.

Circles can also be used when studying the topic "Geographical location and borders of Uzbekistan" in 8th grade: red circles are placed in the neighboring countries, white circles in the secondary neighbors. Once this work is done, both the immediate neighbors and the secondary neighbors will be clearly visible. This can also be done with pre-prepared red and white flags. In the study of minerals of Uzbekistan, the program identifies the required minerals, and on the map their location is marked on the map.

The isothermal lines and the boundaries of the natural zones are marked on the map with colored threads, the blowing sides of the wind are indicated by an "arrow". Sometimes "tables" can be attached to maps instead of symbols. For example, the following "tables" with climate indicators are attached to the map of Uzbekistan: The signs should be clearly visible to students sitting at the back of the classroom when they are stuck on the map. Flags, mineral symbols, climate charts with plasticine or pins, colored threads, "arrow" indicators are stamped on the map with plasticine.

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WORKING WITH THE GLOBE

The globe is the most essential guide for geography. A valuable and distinctive feature of the globe model — the globe — is its equal scale. The globe is a basic teaching tool that gives a correct idea of the Earth, accurately represents and represents the area and the shortest intervals (orthodromy). The globe allows students to learn a few vague things.

Works with the globe mainly from the 5th grade. In the course of natural science, a number of issues such as the globe, polar, meridian, parallel and equatorial, the diurnal and annual motion of the earth, the absence of "above" and "below" of the earth can be studied only with the help of a globe. The shape and location of large geographical objects (continents, oceans, countries) cannot be accurately imagined without a globe. Their image in the hemispheres differs from the actual image on the globe, and some are shown on maps of the hemispheres and

the world. For example, the continents of the Atlantic, Pacific, Arctic Oceans, and Antarctica are represented in two parts on hemispheres and world maps. It is also known from the globe that the nature of the earth depends on the steepness of the light coming from the sun.

When working with hemisphere maps, it is important to explain to students that the convex surface on the globe is represented as a flat surface on the map. The northern and southern directions of the meridians on the map, as well as the eastern and western directions of the parallels, are practiced on the globe, and then a correct understanding is formed if it is determined from the maps; it is also necessary to perform exercises on the globe in order to develop the skills of finding and determining the latitude and longitude. Some teachers stop using the globe after 6th grade. This is not true. The globe should be used throughout the entire geography education.

In the current era of advanced air transport and missile technology, the globe is of great practical importance. Now the globe is also used in aeronautics and space flight.

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Globus in all natural geography courses, in particular in solving the following problems:

- when imagining the general appearance of the land;
- in proving the sphericity of the earth;
- Explain that the horizon expands as it rises above the ground;
- in the study of the relationship, size and shape of the continents and oceans;
- in the study of the properties of the polar point and the directions at the poles;
- in the study of poles, equator, meridians, parallels;
- mastering the concepts of the hemisphere;
- in explaining the motion of the earth around its axis, the formation of day and night;
- In imagining the annual motion of the Earth around the Sun;
- Explain that the Earth's axis is tilted relative to the orbital surface;
- in the study of seasons;

• studying the movement of the moon around the earth;

• in explaining the formation of lunar phases;

• study of solar and lunar eclipses;

• in solving the concepts of "high" and "low" on the planet;

• in explaining the size and ellipse of the earth;

• when imagining the height of mountain ranges relative to the size of the globe;

• in the study of the degree network;

• when imagining latitude and longitude;

• in determining geographical coordinates;

• In showing that sunlight falls at different angles in different latitudes of the globe;

• in explaining the tropics and the poles, circles;

• in the study of global warming;

• in explaining orthodromy and loxodromy;

• in the study of the general circulation of the atmosphere;

• in the study of passats;

• in explaining sea currents; in showing the expedition, travel and flight routes;

• in determining the geographical location of the place;

• when indicating the length of air and waterways;

• Learning concepts in the Arctic and Antarctic;

• In imagining Uzbekistan's place on the planet;

• Used to determine the shortest distance between certain points on the globe (for example, Tashkent and Moscow, New York, Tokyo). The globe is usually used in conjunction with a map. Some issues first globe, then. studied from the map. General and specific geographical maps. Methods of working with maps in geography education are combined with other methods, especially the conversation method.

Work with the map is carried out in the following order:

a) Direct acquaintance of students with the elements of the earth's surface, landforms, volcanoes, seas, bays, springs, rivers, lakes;

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b) acquaintance with the signs (symbols) on topographic maps in comparison with the map;

c) training to visually estimate the size of the object;

g) to teach students to compare topographic and geographical maps in order to teach cartographic features;

d) to teach them to find geographical coordinates so that they can better understand the degree grid;

e) teaching to find certain geographical objects on maps of different scales.

Understand the map. Moving from a location plan to a map is the right way to understand it. After learning the orientation of the school and its surroundings (orientation, drawing the direction, measuring distances on the ground and drawing on paper based on the scale), get a plan (first draw a class and school plan, then a larger area plan and work with a topographic plan on this basis). and then to understand the map (transition from a topographic plan to a large-scale map, and then to a small-scale map). Thus, they will be able to better understand large-scale and small-scale geographical maps based on the landscape and plan of their location. In local lore lessons, the map can be understood in the following order:

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1) Once students have an idea of the horizon and its sides, they can draw the sides of the horizon on paper;

2) can orient the sides of the horizon in the drawing after they know how to orient it on the ground;

learn to measure distances in a drawing;

4) after knowing the idea of the plan and getting a simple plan (using topographic symbols) it is possible to have a certain understanding of the topographic plan and topographic map.

Once students are able to visualize a place on a topographic plan and topographic map, they will be able to understand the image of their city (village) surroundings, their country, and their homeland on a map. To understand the map, you need to pay attention to working with the degree grid. To understand the importance of the degree grid and to use it, it is necessary to regularly train students

to find the coordinates of the point. Exercises are better understood if they are linked to real-life examples. For example, students like to find the HPPs built in their city, the beginning of the canals, the location of events with coordinates. Students learn the sides of the horizon, the geographic location and spacing of an object by performing a degree grid and related exercises. To understand the map, you need to get acquainted with the scale.

Students need to know how small the map is. Some objects on the map have to do things like measure how far apart they are from each other or the distance between two points on the map. It is advisable to use and practice the degree grid to measure distances. For example, in the course of the geography of continents, the following questions can be answered when studying the geographical location and size of Eurasia: At what latitude is the northernmost point of Eurasia located? (Chelyuskin cape, at 78 ° N.) Measure the distance from the North Pole to Cape Chelyuskin (90 ° - 78 ° = 12 °; 111 km X 12 = 1332 km). At what latitude is the southernmost point of Eurasia located? (Cape Piay, at 1 ° N) How far is Eurasia from north to south (in kilometers)? (78 ° —1 ° = 77 °; 111 km X 77 = 8547 km.) Similar exercises can be performed on other subjects. Poster and individual maps, uninterrupted maps Both the teacher and the students working on the poster map put a pointer, ocean, sea, continent, countries in the middle of the object to show the geographical features, ie from the beginning of the river to the confluence they must follow the rotation, the rotation of the peninsula when showing the peninsulas, as well as the correct position in front of the map.

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Working with an unwritten map. Working with an unwritten map reinforces the names of geographical objects and their places on the maps in the memory of students. Students will have the opportunity to learn and pronounce geographical features correctly, to study the material perfectly. Working with an unwritten map teaches students to create simple maps. In schools, blank maps are often completed at the end of the lesson and given as homework. The intricate maps done in the house are clear, beautiful, but may have been copied or developed by someone else, which does not give the reader sufficient knowledge. Working with unwritten maps in the

classroom gives good results, as students learn new material, their knowledge is strengthened.

Before working with an unwritten map, the teacher should give instructions on how to do it. Once an object has been mapped without a trace, the reader can be asked to give a brief description of the object. The method of filling in the blank map with comments should be used more widely. The amount of geographical names that can be mapped without writing should not be too large. The work to be done on an unwritten map must be creative in nature, and students must do this work consciously and independently jobs of the same type will bore students, so the work to be done on a seamless map should be different. The following can be done on an unwritten map:

Download geographic features. In this case, the geographical names mentioned by the teacher in the study of new material, or the geographical names encountered during the independent reading of the textbook, are mapped without a trace. The teacher draws the outline of any country on the class board and draws geographical objects on it. For example, when studying the relief of Uzbekistan, important mountain ranges are marked on the contour of Uzbekistan on the board, and students draw it on the contour of the notebook, and their names can be crossed out. Drawing symbols on unwritten maps. As students work independently, they map objects such as mountains, volcanoes, minerals, waterfalls, rivers and lakes, and large power plants with appropriate symbols.

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Draw a map scheme and map diagram. The unwritten map includes mountain ranges, strong winds, sea currents, and annual crop yields. Their size is indicated by scale characters. Get control work on an unwritten map. This method is useful in determining how well students have mastered the map. The control case may be of a dictation nature. Geographical dictation is conducted on the basis of previously studied materials. In this case, students cross out the names mentioned by the teacher to the appropriate place on the map.

In addition to typing geographical names in the dictation, they do the work of separating natural zones, drawing the directions of mountain ranges, naming them,

or identifying minerals with appropriate symbols. When working with an unwritten map, the following must be observed: the name of the map is printed at the top, the student's name, surname and class at the bottom, and to the right. The names of geographical objects are printed in capital letters. Darè, the names of mountain ranges are adapted to their direction, and the names of cities, islands, lakes are printed parallel to the lines. The inscriptions are crushed by a black dream. The content of the work to be done on an unwritten map is first printed on the back of that map, and then done in order. This ensures that the work is done accurately. Work on an unwritten map should be checked, evaluated, and instructed in a timely manner. After reviewing unwritten maps 103, the pros and cons should be discussed in class.

THE CONTENT OF TEACHER AND STUDENT ACTIVITIES IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS

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Peculiarities of the organization of the educational process. It includes teacher and student responsibilities. Ways to improve the educational process. Problems of geography education. In connection with the independence of Uzbekistan, significant changes have taken place in the teaching of geography. Structural changes have been made in the content and structure of school geography. Some academic subjects were removed from the school curriculum, some were changed in content, some subjects were re-created and introduced into the educational system.

Due to the adoption of the National Training Program and the Law on Education in Uzbekistan, the demand for textbooks and manuals has changed dramatically. As with all subjects, there have been radical changes in the subject of school geography. The program and structure of geography have been revised to take into account changes in the school education system in Uzbekistan. In this regard, significant changes have taken place in the methodology of teaching geography. Due to the use of new pedagogical and information technologies in the teaching of geography, a number of changes have taken place in the teaching methods.

Ways and problems of improving the educational process. Geography education, as in other disciplines, is closely related to pedagogy and didactics and is constantly evolving as a result of modern changes and requirements. Professor H.Vakhobov in his textbook "Methods of teaching geography" states: "Geography education is a system of geographical sciences that provides students with knowledge about the structure and basic laws of natural and economic-social complexes.

“The methodology of teaching geography is a subject that studies the process of teaching natural and economic geography and other special geography in schools and vocational colleges and higher education institutions and is part of the system of pedagogical sciences”. "The methodology of teaching geography is a subject that studies the process of teaching natural and economic geography and other special geography in schools and vocational colleges and higher education institutions and is part of the system of pedagogical sciences.

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"Didactics deals with the methodology of teaching specific subjects. At the same time, each subject has its own characteristics. The purpose of some of them is to form theoretical knowledge and skills (geography, biology, chemistry), some only skills (foreign languages), others forms an aesthetic attitude to existence (fine arts). Therefore, private didactic sciences are engaged in the methodology of teaching certain subjects. Among these disciplines is the subject "Methods of teaching geography." There are theoretical and practical aspects of teaching geography. The subject of teaching methods of geography studies the following theoretical and practical methodological problems: a) the subject of teaching methods of geography, research methods, history of development; b) definition of the purposes and tasks of methods of teaching geography in general and on separate subjects; c) unity of education and upbringing; g) formation of geographical culture. The methodology of teaching geography consists of two major parts.

Methods of teaching general and special geography. The general methodology of teaching geography develops theoretical and methodological issues, ie the study

of methods of self-study of the subject, with a focus on the development of educational goals. Different methods in teaching modern geography.

Different methods and tools are used in the teaching of geography, and their modern capabilities are growing. The content of geography education is developed on the basis of defined educational goals. The general methodology is divided into two parts:

1) methods of teaching natural geography; 2) methods of teaching economic and social geography.

Methods of teaching special geographical sciences. The following tasks are assigned to modern geography lessons:

- To reveal the educational, pedagogical and development opportunities of geography;
- further improvement of the content of geographical sciences in accordance with modern requirements;
- Application of GIT (geographic information systems) in the classroom;
- substantiation of optimal conditions for the use of teaching materials;
- effective use of teaching aids;

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The methodology of teaching geography consists of general and special sections. The general methodology, in turn, is divided into methods of teaching natural and economic geography. The special methodology deals mainly with the methods of teaching individual courses of school geography. The general methodology is the didactics of geography, that is, it is a general theoretical part, dealing with general issues of the process of teaching geography. The general methodology studies theoretical and methodological problems, that is, studies the subject itself, logic and methods of scientific research, focusing on the development of educational problems.

Private methodology deals with the methodology of teaching individual courses, deals with the problems of applying general theoretical methods in the process of teaching individual courses. The special methodology mainly studies the educational process in individual courses, develops the content and structure of

individual courses. Cognitive theory forms the methodological basis of geography teaching methodology and explores the following theoretical and practical problems;

- methods of scientific research and the subject of science;
- Geography education abroad and in Uzbekistan;
- goals and objectives of teaching geography and its individual courses;
- unity of education and upbringing in the acquisition of knowledge of geography;
- formation of geographical knowledge, skills, attitudes and worldviews in students;
- Laws of geography education process.
- The purpose of teaching geography:

The components of teaching geography are as follows

- ✓ Content of geography education:
- ✓ methods of teaching geography;
- ✓ organization of geography education;
- ✓ take into account the characteristics of students' work and learning opportunities;
- ✓ results of geography education, etc.

The main tasks of the methodology of teaching geography are:

- ❖ defining the purpose, content and significance of each school geography course by grades, improving their content;
- ❖ identify ways of learning that allow students to master, taking into account the characteristics of work;
- ❖ identify opportunities for students to acquire practical skills and competencies;
- ❖ identification of effective ways to increase student activity and ensure independence in the educational process;
- ❖ to reveal the tasks of labor training, moral and aesthetic education of students of general and polytechnic education in the field of geography;
- ❖ development and improvement of types of educational organization;
- ❖ improvement of tested methods;
- ❖ development of requirements for textbooks and other manuals;
- ❖ development of requirements for teaching aids for courses and development of methods of their use;

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❖ creation of optional course programs;

The methodology of teaching geography has two important functions: to reveal the educational and pedagogical goals of school geography and to improve the content of school geography. This task consists of the following parts:

- ✓ Identify teaching materials needed to teach and educate students;
- ✓ to determine what constitutes the scientific basis of school geography;
- ✓ to determine whether the high level of development of modern science is associated with the ability of students to master;
- ✓ to determine what skills and competencies will be formed in the process of teaching basic and optional geography courses;
- ✓ Defining the purpose, content and significance of school geography courses;
- ✓ determine what materials should be included in textbooks and anthologies;
- ✓ Determining the content of extracurricular activities in geography. *Identify and justify the forms of organization of geography education:*
- ➢ identify the necessary conditions for the use of different teaching methods and techniques in the educational process;
- ➢ development of teaching aids;
- ➢ development of methods of using teaching aids in the teaching process;
- ➢ Identify forms and methods of extracurricular activities.
- ➢ further improvement of the structure, size and types of geography lessons;
- ➢ application of new pedagogical and information technologies in teaching geography;
- ➢ further improvement of geographical excursions, research technology
- ➢ Improving the technology of formation of practical geographical skills in students, etc.

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METHODOLOGY OF USING SITUATION-GAME METHODS IN PRACTICAL GEOGRAPHY LESSONS

Nowadays, the training of highly qualified personnel on the basis of modern and new pedagogical technologies has become an integral part of the educational process. To this end, the effectiveness of the educational process is achieved through the introduction of interactive forms of teaching. The effectiveness of the use of

pedagogical technologies in education is demonstrated by its versatility. The student's state of mind depends on how the child's future development (or decline) is taken into account.

In this regard, pedagogical technology has the ability to design, diagnose and differentiate the stages of personality development. It depends on the educator's ability to use educational technology. The advantage of new pedagogical technologies is that the learning process is planned and implemented, which guarantees the achievement of the set goals. Situational games, which are organized in the course of the lesson according to the content of the studied topic, encourage students to think independently and creatively, and stimulate their interest in the lesson. An important indicator of the impact of situational games on the effectiveness of education is to ensure that education is accessible to all. Play activities allow students to move at a pace that suits them. In addition, in games, there is an opportunity to choose a role, that is, the element of coercion is eliminated. However, their role should not be overstated when emphasizing the importance of play in the learning process. Analysis of the possibilities of situational games, taking into account the age characteristics of students. The specificity of the educational content. , methodology, assessment and learning environment ”international online scientific-practical conference materials conference, round table discussion. The use of these games in education has a significant impact on the quality of students' knowledge and skills, helping to develop a lasting interest in science.

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Situational-game methods are divided into imitation and non-imitation methods, depending on their nature. Imitation methods are pedagogical methods and special forms of teaching that are based on situational games based on students imitating experts in a particular field in the learning process. This method can include business games, game design and other techniques. For example, in a research paper, the main roles in a lecture or discussion game may include:

- Beginners are specialists in a production research institution where a teacher or student conducts research. As the experience grows, so do the students;

•Leaders are speakers who discuss the situation on specific issues of the issue under discussion;

▪Decorators - game participants who present and explain the speeches and speeches of the leaders;

▪Assistants are leaders' assistants. They should help the leader and opponents to present all the exhibition materials;

▪Official opponents are game participants who are officially assigned to comment on reports and other materials prepared by the leaders;

Informal opponents - all other students, participants in the game, who are doing research on the problem;

Provocateurs are game participants (experts from a production or scientific institution, higher education) who need to pose problems, based on the additional description of the negative events, evidence, etc., existing in the scientific institution in the production teachers or researchers of the educational institution, graduate students, masters and students). Recorders are game participants who record the discussion on paper, photos, or disks. The business game method is a method of imitating (imitating) the management decisions made in different situations according to the given tasks or prepared by the participants of the game. For example, the Mini car game. It is advisable to use this game in the teaching of economics in the acquisition of knowledge of regional production complexes, division of labor and others.

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Another role-playing game is role-playing. This method is characterized by the fact that students demonstrate different conditions of life through staging. The script for this method is developed by the teacher. In some cases, students may be involved in scriptwriting. This will help increase students' motivation and creativity. The script should cover some of the real-life situations that are relevant to the science topic. Students will be asked to comment on this role play and draw the necessary conclusions. The difference between role-playing games and business games is that there is no evaluation.

However, in the role-playing method, students are content to play roles in a scenario developed by the teacher, while in the role-playing method, role-players decide independently what tasks should be performed in a given situation. Situational games do not limit the use of other pedagogical technologies. Conversely, in the discussion section that reveals the main purpose of this method, discussions are appropriate if conducted in conjunction with other methods such as Brainstorming, Practical Conference, See All Factors, Plus, Minus, Interesting, and so on.

The main purpose of such discussion-games is to exchange information about the essence, content and course of research work, which is based on the presentation of written and oral reports or comments of future professionals, ie researchers in specific production situations, production specialists and students. to train future professionals to form the skills to prove and defend their point of view, to penetrate into the essence of ideas expressed by others, to make decisions on certain stages of research work in production building skills.

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Discussion games nurture in future professionals the interest in posing and solving scientific production problems, the ability to approach research work objectively from different points of view, to challenge students in discussing the problem, its course and results, develops the skills of self-determination in the free exchange of views, ideas, knowledge and experience on real discussions and scientific-practical conferences and the issues discussed in them.

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