

Principles of Using New Educational Technologies in Teaching Geography to School Students

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Abstract: "Geography" science has a unique role in expanding the effectiveness of the educational process in general secondary schools. For this, the use of non-traditional teaching methods in the teaching of "Geography" is of great importance. The article describes recommendations about the possibilities of using non-traditional teaching methods in the teaching of "Geography".

Key words: Non-traditional lesson, geography education, base signals, interactive lesson, cooperative pedagogy, evaluation, game technique, innovative process, presentation.

The main driving force of these fundamental tasks, which determines the success of the national and spiritual-educational development of the Republic of Uzbekistan, is the implementation of pedagogical technologies. In this case, abandoning authoritarian pedagogy and adopting the technology of "collaborative pedagogy" will be highly effective. Currently, the main goal and content of education and training in Uzbekistan is being radically updated.

Therefore, innovative pedagogical technologies represent a set of issues related to higher and secondary specialized educational institutions training competitive personnel and the requirements of the pedagogue-teacher, the professional skills of the pedagogue teacher, the development of the mind, knowledge, worldview of students, and the achievement of educational efficiency by increasing their activity. This set of interrelated requirements represents a generalized model of the teacher and, based on it, the following basic requirements:

- teaching skills;
- ability to educate;
- the ability to objectively assess and control the knowledge of learners.

Therefore, a pedagogue should have a number of qualities to fulfill the responsible and urgent tasks set before him and to form new views on the educational process.

J. Yoldoshev, S. Hasanov put such demands on the teacher's profession and comment.

- able to deeply understand the essence of modern scientific, cultural and technological development;
- understanding the system of knowledge about the world and man from a deep and broad perspective;
- implementation of computer education and other technical means of teaching in the educational process;
- to have an understanding of the Internet and to be able to deeply analyze the content of information technology in it;

- to know the methods of analyzing the effectiveness of pedagogical work;
- to fully understand the essence of universal and national culture and values, national idea and national ideology as well as economic, spiritual and educational reforms;
- to know the essence and principles of pedagogical technologies and its advantages in the traditional teaching process, to be able to use pedagogical innovations to ensure personal benefit and priority of education;
- to be able to use advanced pedagogical technologies in teaching students in their subject, to activate the learning process and to achieve a high level of mastery of educational materials, and to teach students to think independently and express their opinion freely;
- to become a master and devotee of his subject;
- to educate students through their own research, creativity and hard work, etc., so that they become well-rounded people.

In the implementation of innovative pedagogical technologies, specific methods and tools are used based on the content of education. The methods of modern pedagogical technologies include:

- active methods of teaching;
- pedagogical technique;
- individualization of the educational process;
- design of advanced pedagogical systems;
- increase the efficiency of the educational process;
- modular educational technologies;
- innovative processes in pedagogy;
- scientific bases of organizing pedagogical work;
- pedagogical test and standards;
- business games;
- playful learning culture;
- game teaching technique.

Active organization of innovative pedagogical technologies depends on ensuring the compatibility of modern educational tools, teaching tools, types of education with educational tools.

Today, in a number of developed countries, the methods that form the basis of great experience in the use of innovative pedagogical technologies that guarantee the effectiveness of the educational process are called interactive methods.

At this point, we would like to draw your attention to the fact that it is a mistake to translate the "interactive" teaching method as "interactive". The word "interactive" is a compound word, and if translation is necessary, then each word must be translated.

"Interactive" is derived from the English word "Interactive", which means "interaction and influence".

An interactive method is to solve an activity or a problem in a mutual dialogue, in the course of thinking in a mutual discussion, together. The advantage of this method is that the whole activity teaches the student to think independently and prepares him for an independent life.

When choosing interactive methods of teaching, the purpose of education, the number and capabilities of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc. are taken into account.

Any interactive methods used in lessons have an educational character, help to consolidate, clarify and expand the knowledge of students, generalize and systematize them, increase interest in society and natural phenomena, better understand the educational content of the sources, and develop opportunities for independent thinking of students based on mutual discussion. The teacher chooses interactive methods and didactic games taking into account the age of the students and the purpose of the training. The most effective are games that require generalization, comparing the important from the unimportant, establishing connections and relationships, and drawing conclusions as much as possible. Only by giving creative assignments to students in geography classes, their knowledge and imagination about nature and society will increase, students' worldview will expand, and their interest in activities and mental abilities will be developed.

These research works were organized for one quarter in 5 "A" and 5 "B" classes of 5 general secondary schools in Sardoba district of Syrdarya region. In the experimental group of 27 students of 5 "B" classes of the school, the lesson topics in the subject "Geography" were organized in an unconventional way. In "A" class, 28 students were given traditional lessons as a control group.

Below we will briefly touch on some of the non-traditional methods of teaching. Venn diagram graphic organizer (GO).

Analytical approach to the topic in learners is directed to the formation of skills of mastering (synthesizing) the general essence of the topic on the basis of some parts.

It is carried out according to a specific scheme based on the formation of small groups.

"Venn diagram GO has the following scheme (graphic representation), and the task is performed based on scheme 1.

A graphic organizer facilitates comparative analysis of related theoretical knowledge, information, or evidence acquired by learners. It is more effective to use it to organize final lessons on specific sections or chapters.

The cluster graphic organizer is a well-thought-out strategy that can be used in one-on-one and group-based activities with learners. Clusters make it possible to generalize the ideas put forward, to find connections between them (Scheme 2).

3. "Attitude" method

Technology helps students to freely express the knowledge they have acquired on the subject, to clarify the content with the help of their own thoughts and real life examples.

The use of technology in the educational process creates the skills and abilities of students to think independently, creatively search, prove their opinion and get out of various situations based on solving specific issues related to the problem being studied, the causes of the origin of a certain process (reality, event), and finding ways to eliminate them. .

Technology has an educational character and helps learners to develop more positive qualities in themselves and to abandon negative qualities (Table 1).

4. TREG (Think, Reason, Example, Generalize) strategy

The graphic organizer serves to form the ability of students to independently express their opinions on the studied topic, prove their personal opinions (justify them with examples), and argue.

Learners are recommended to work with the following scheme

5. "Decision Tree" ("Decision Making") strategy

The strategy is a technical approach aimed at mastering rather complex topics related to the foundations of certain science, coming to certain conclusions based on a comprehensive and thorough analysis of certain issues, and finding the most appropriate and correct one among several conclusions expressed in relation to the problem. It serves to re-analyze the decisions made in previous situations, to understand them perfectly.

The use of strategy in education creates an opportunity to analyze each option presented by learners, to determine its acceptable and unacceptable aspects, in order to make a rational decision (come to a conclusion) regarding the studied problem.

According to it, students work on the basis of the following diagram (using a blackboard when conducting activities of one or another order) (scheme 3):

The organization of classes through non-traditional methods increases the learning efficiency of students and the quality level of classes.

The results of the experiments showed that, as a result of organizing classes based on non-traditional methods, the differences in the mastery of topics and the level of students' knowledge acquisition became evident.

The results of the conducted research show that the implementation of teaching based on the use of non-traditional teaching methods in geography classes guarantees an increase in the effectiveness of the lesson.

Based on the results of the experimental work, the following conclusions were reached:

1. Consistent, continuous and systematic teaching based on the use of non-traditional methods in the process of experimental work created the ground for us to achieve efficiency in the formation of knowledge about geography and nature.

2. The level of students' knowledge of geography and its quality indicate the correctness of the scientific hypotheses put forward during the research.

In conclusion, it can be said that if geography classes are organized based on the use of non-traditional teaching methods, student-student (subject-subject) relationship is established. That is, it leads each student to new things, has a positive effect on his ability to think independently, increases his activity and responsibility for studying. Only then will the student's solid and thorough assimilation of knowledge be achieved, and the effectiveness of the lesson will be guaranteed.

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