



USE OF BLITS-QUESTION METHODOLOGY IN TEACHING TERMS OF GEOGRAPHY

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ABSTRACT: - This article discusses the use of the Blitz-Survey method in teaching geography terms. Examples of 2 different Blitz survey methods are given. Criteria for assessing students' knowledge, skills, and competencies in the Blitz Survey methodology are also recommended.

KEYWORDS: Terms, geographical terms, terminology, industry terminology, Blitz-survey methodology, teaching methodology.

INTRODUCTION

Geography is a very ancient science. The ancient Greek scholar Eratosthenes wrote a book called Geography. The Greek word "ge" means Earth, and "grafo" means writing. Therefore, the word "geography" means "I describe the Earth", "Image of the Earth". Geography is the study of the nature of the Earth, its inhabitants, its economy, and the use and protection of human nature. Geographers are people who do geography. For a long time, geographers have been writing about the nature of the Earth, its

people, and the economies of countries. Geographers-tourists have discovered new lands, seas and oceans. However, it took thousands of years to map the Earth, determine the size of the planet's footprints, and map it. It is advisable to use interactive methods in teaching terminology [1, 2, 5, 6, 7].

THE MAIN RESULTS AND FINDINGS

“Blitz request” The method allows students to choose the right organization of the sequence of actions, logical thinking, the need for different ideas from the data on the basis of

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the subject being studied, as well as the opinion of others. It is aimed at teaching them to be able to plan their activities and their day [3, 4; 40-b.].

The purpose of the method: Using this method, students will be able to independently determine the sequence of actions presented in the papers distributed to students, to be able to pass their ideas to others in small groups, or to be able to agree with others.

Training schedule. This method is performed in several stages:

the teacher gives the students an idea that the lesson will take place in several stages. Remind students that they have time to complete the tasks for each stage, and that they should make the most of that time;

the teacher gives each student a handout individually and asks them to study the material carefully;

the teacher explains the content of the handout and the task to be performed (correctly identify the sequence of actions given in the handout, the sign should be numbered in a separate section of the paper);

emphasizes that the task given in the handout is initially performed individually;

each student numbers the logical sequence of actions given to the "individual assessment" section of the handout based on his or her own opinion;

when the students have completed their individual work, the teacher asks them to form small groups of 3 people. Small groups

can be organized according to the wishes of the students or by numbers;

students in small groups introduce each other to the sequence of actions outlined in the "individual assessment" section of their paper, and then they work together to create a sequence of three different groups of 3 people. price "section;

When all the small groups have finished their work, the teacher gives the correct answer according to the sequence of actions, ie the actions given by the students to the "correct answer" section of the papers distributed to them. asks to write the sequence numbers;

The teacher compares the numbers in the "correct answer" section with the numbers in the "individual error" and "group assessment" sections and subtracts the major and minor ones, making the differences "individual error" and "group error" respectively. He asks them to write on their limbs;

the teacher gives an idea of the total number of individual and group errors and interprets each of them separately;

At the end of the lesson, the teacher gives his / her opinion on the activities of some groups during the lesson and evaluates the students' knowledge on the basis of the criteria in the application, or depending on the number of correct answers 'defines as shown [4; 40-41-b.].

The Blitz-Survey method was developed based on the geographical terms "Earth - a planet in the solar system" (see Table 1):

Table 1

Blitz Survey Tasks on Planets in the Solar System

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Group pricing	Group error	The correct answer	Single error	Individual evaluation	Concepts	Explanation of concepts
		10			per day	The closest star to Earth is a fireball
		9			parallels	Earth's natural satellite
		8			meridians	A very scaled-down form of the earth is a model
		7			equator	Determine your position relative to the horizon
		6			Earth axis	Two points on the earth that rotate in place
		5			The poles of the earth	A straight line through the center of the Earth that connects the poles
		4			orientation	A large circular line drawn across the Earth's surface at equal distances from the Earth's poles
		3			Globus	Semicircular lines connecting the North and South Poles
		2			The moon	Circles of the earth at a certain distance from the equator
		1			The sun	One night and one day

The “Blitz-Survey” method was developed based on the geographical terms “Geographic Maps” (see Table 2):

Table 2
Blitz Survey Tasks on Geographic Maps

Group pricing	Group error	The correct answer	Single error	Individual evaluation	Concepts	Explanation of concepts
		10			numerical scale	a great discovery of mankind
		9			scale	the sky and the earth are connected
		8			horizontals	a flat, circular area from you to the horizon
		7			absolute height	the angle formed between two verticals in the ground
		6			relative height	High mountains, high and low hills, wide plains
		5			relief	the vertical height of the land areas relative to each other
		4			azimuth	The height above sea level of every place on earth

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		3		horizon plane	lines connecting maps of the same absolute height on the land surface
		2		line horizon	a fractional number that indicates how many times the distance in place has been reduced when plotted on a graph or map
		1		geographical map	1:10000

The Blitz Survey Tasks for Natural Geographic Maps are developed as follows:

- 1) roughness of land and sea surface - mountains, hills, plains;
- 2) plants in different areas, indicating where they are distributed;
- 3) the location of coal, oil, gas, iron ore and other mineral resources of the Earth is indicated by symbols;
- 4) Where is the earth, how much precipitation, what is the temperature, the direction of the winds;
- 5) Indicate the location of natural zones on the Earth, what types of plants grow in these zones, what soils are distributed;
- 6) countries of the world, and political-administrative maps describe their administrative parts (regions, districts, cities), major transport routes, etc.

Answers:

- 1) on relief maps;
- 2) on plant maps;
- 3) on mineral maps;
- 4) on climate maps;
- 5) on maps of natural areas;
- 6) on political maps.

The Blitz Survey Tasks for Maps are developed as follows:

- 1) industrial enterprises and agricultural crops, roads are represented by symbols;
- 2) all maps depict a geographical object and events related to a particular topic;
- 3) How many different maps are there?
- 4) general view of the area, ie relief, rivers, lakes, seas, cities, large currents in the oceans, etc.
- 5) How many different natural maps are there?
- 6) contours are given, which are used in the performance of practical work.

Answers:

- 1) on economic and social geographical maps;
- 2) thematic maps;
- 3) world map, map of continents and oceans, maps of individual countries, countries;
- 4) on general geographical maps;
- 5) natural map of the world (hemispheres), natural maps of individual continents, natural maps of individual states and countries;
- 6) unwritten maps.

Blitz-questioning methodology can be conducted in 2 different situations (tabular and short-answer) at the stage of explaining a new topic, during the homework review, repeating previously studied material. The number of questions in the short-answer Blitz survey method ranges from 6 to 10. Time to think and respond is one minute. For

example, 1-2 correct answers - "satisfactory"; 3-4 correct answers - "good"; 5-6 correct answers - "excellent".

In the Blitz-Questionnaire method, the answers are written on a pre-prepared sheet of paper, where students write the answer number next to each question number. Blitz-survey methodology is evaluated on a 5-point scale. For example, 5-6 correct answers - "satisfactory"; 7-8 correct answers - "good"; 9-10 correct answers - "excellent".

CONCLUSION

In short, one of the methods of querying in the teacher's bank of methodical materials is blitz methodology. This is very important for both the teacher and the learner, as it allows them to quickly check how accurate the topic, the text of the work and other teaching materials are for the students.

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