



INTERACTIVE METHODS OF TEACHING GEOGRAPHICAL SCIENCES

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ABSTRACT: - In the article, opinions are expressed about the interactive methods used in the teaching of geographical sciences and its specific features. The fact that interactive methods of teaching geography help to increase the creative, cognitive and educational activity of students is methodologically based on the practice of passing the topic "Natural resources of the Republic of Uzbekistan".

KEYWORDS: Geography, teaching methods, interactive, random method, brainstorming, discussion, economic geography.

INTRODUCTION

It is known that learning - interaction between teachers and students in the educational system is carried out during training and exchange of experience, within the framework of a previously prepared project. The educational process is aimed at understanding the motivations in educational activities, increasing professional qualifications, and using innovative unique opportunities based on knowledge and skills. Therefore, in the

modern educational process, close attention is paid to the information interaction of two subjects in the educational system[1]. The effectiveness of the process depends on the activity of the student entering this system and his cognitive activity. Formation of motivation, improvement of creative thinking, analysis and use of information in the process of problem solving, integration of ideas and management of the results of intellectual activity, ability to

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adapt to rapidly changing conditions - these are the main tasks of modern education. To solve these problems, it is necessary to use creative approaches in the organization of the educational process, to connect traditional and new educational methods, that is, teaching methods are built based on the above goals and tasks [2].

METHODS

The scientific researches of the scientists of our country O. Jamoliddinova, O. Musurmonova, M. Urazova, N. Egamberdieva, E. Yuzlikaeva, Sh. Sharipov, Sh. Also, the ways and forms of formation of critical and creative thinking in students, existing pedagogical conditions, didactic support, as well as the content of pedagogical creativity are highlighted. Organization of a free educational environment, which serves to create self-creative activities, creative developments (products) in students by means of innovative educational technologies V.Slastenin, N.Sayidahmedov, O'. olipov, G.Chizhakova, B.Khodzhaev based on scientific research [3].

DISCUSSION. Interactive education is a system of teaching methods based on "subject-subject" relations, based on the needs of the learner to activate cognitive activity, and the educational process is organized on the basis of mutual cooperation. In this case, interaction is based on principles such as activation of learners, building on group experience, and establishing feedback. Interactive teaching methods include: brainstorming, problem statement, case-study, business games, POPS-formula, debate, blitz-survey, Socratic dialogue, educational projects, analysis of concrete situations (AVT), SWOT analysis and others.

Currently, passive teaching methods used by teachers include the traditional interpretation of information necessary for the formation of knowledge on a certain subject. Surveys,

control papers, closed tests are sources of diagnostic tools in the application of these methods.

In interactive methods, the teacher and the student take an active part in increasing cognitive activity (their creative thinking, interest in learning, active search for information, their own opinion in solving problems, critical attitude to their decisions).

Interactivity in reading is the type of activity that students observe in the process of studying educational material in the classroom. Interactive tasks and exercises form the basis of the interactive start. Interactive methods are aimed at students being able to reflect learning activities as a result of dialogic communication with the teacher, communication with themselves and information and communication technologies. In these methods, any member of the educational process has the right to solve problems, perform tasks and receive explanations. The teacher not only participates in the dialogues that occur during the execution of the tasks, but also allows creating feedback in the direction of two-way action. Such methods help to reveal potential opportunities and improve the student's professional skills, and in the process of dialogue, students get the opportunity to listen, analyze the answers of others and improve communication skills [4].

Choosing the actual topic of communication, thinking about the plan, lesson tasks, and being able to diagnose the results requires great skill from the teacher. At the same time, the teacher should be ready for changes in the analysis based on the potential capabilities of the students. These methods help students to demonstrate their abilities, stimulate creative research activities in the educational process, solve professional and social problems, develop skills and competencies.

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Several solutions of the problematic topic were used in the practice of the topic "Natural resources of the Republic of Uzbekistan". According to the "decision tree" method, a problematic topic of practical work is selected (for example, problems of rational use of natural resources), a schedule is drawn up. The table is divided into three or more columns, in which the options for solving the problem are presented, divided into parts where "positive" and "negative" options are noted. The solutions in the table depend on the teamwork, the proposed options.

Let's consider the method of "brainstorming" in the process of thinking about solutions to the above-mentioned problem. At the first stage of this method, we propose groups of students to solve common problems related to them. After each student has spent 10 minutes thinking about the answers and writing them down on paper, all participants can express their thoughts orally, and the teacher can applaud the answers given without denying them. In the second stage of the "Brainstorming" method, the proposals are discussed with the transition to the discussion method, in which the interactive discussion was very useful. In the third stage, students had the opportunity to choose the most rational solutions.

Using this approach, learners were divided into the following groups:

idea generators:

those who are looking for different ways to solve the problem, those who reject proposals;

critics: critics, commentators on proposed solutions;

analysts: analyzers and propositional thinkers

The main purpose of the case-study method is to analyze the situation related to the

composition of the students' group and find a practical solution[5]. The end of the process is to evaluate the proposed algorithms and choose the best solution.

After familiarizing with the purpose of the work, we will show some necessary links to search for the work materials to help the students. In addition to these links, the students independently searched for information from other Internet sources. During the assignments, students should pay attention to the following questions:

the causes of the problematic situation;

to determine the place of occurrence of the natural factor in this situation;

recommendations.

CONCLUSIONS

Along with the development of scientific and technical progress, the growth of information is observed. Forms of education focused on memorization and repetition do not meet modern requirements. Therefore, students feel the need to invent methods that create opportunities for independent search and analysis of information, as well as a master class method.

Based on the study of available methodical resources and work experiences, we have proposed the following forms of interactive work that serve to develop students' creativity: performing creative tasks, working in small groups, energizing exercises, trainings, video trainings, presentations, quizzes, briefings, media conferences, master classes, creative design workshops, interactive tours, interactive lectures, webinars, panel discussions, focus groups, and more. It is clear from the above points that an important condition for the development of students' creative abilities by means of interactive teaching methods and technologies is the

creation of a free creative environment in the educational process, the establishment of a teaching process based on the joint relations and cooperative actions of the teacher and students.

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