

TEACHING TECHNOLOGY OF THE COURSE OF ECONOMIC AND SOCIAL GEOGRAPHY OF THE WORLD USING INTERACTIVE METHODS

(TECHNOLOGY OF TEACHING THE SUBJECT OF WORLD POPULATION NUMBER, GROWTH AND LOCATION USING INTERACTIVE METHODS OF THE WORLD ECONOMIC AND SOCIAL GEOGRAPHY COURSE)

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Currently, the school education system is developing radically. This development encourages the teacher to work on himself, and the student to aspiration, initiative, and express his attitude to events. Through this article, it is written about the teaching of the economic and social geography of the world course on the topic of the number, growth and location of the world population using interactive methods.

KEY WORDS: interactive methods, Pedagogical technology, BKM elements, Match the line method, "T-scheme" method, Cluster method, Pisa method

INTRODUCTION

Today, great practical measures are being taken to make our educational system one of the developing countries.

Interactive methods are one of the methods of providing high-quality education to students based on today's demands, teaching them to be active, initiative, and in-depth study of subjects with a modern approach.

Pedagogical technology is a methodology that sets before itself a qualitative form of education in the process of teaching students and learning knowledge, and taking into account the wealth of the individual and their mutual cooperation, creating, applying and defining knowledge. is an array style.

In the Republic of Uzbekistan, special attention is paid to the education of young people. Paragraph 4 of the project "Development Strategy of New Uzbekistan for 2022-2026" by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev is "Conducting a fair social policy, developing human capital". The 44th goal given in this item "Increasing the quality of education in schools, raising the level of knowledge of pedagogues-staff to the international level" and the 46th goal "Raising the level of coverage of higher education to 50% and improving the quality of education as a separate task" 'shown. Based on these goals, the main task of public education workers is the President's "New Uzbekistan begins with the school!" under the noble motto, to raise children worthy of New Uzbekistan, or rather, to raise an educated, potential, strong, patriotic, competitive young generation that can freely operate in the conditions of market relations, where the feelings of national pride are

vibrant. That is the relevance of teaching using interactive methods for school education.

LITERATURE ANALYSIS AND METHODOLOGY

At the beginning of the 20th century, the works of D.N. Anuchin, N. Revsky, A. Sokolev, E. Petri, Ya. Rudnev, V. Budanov, S. Arzhanov and others were of great importance in the development of geography teaching methodology. The Oberlander methodology was further improved and developed by these scientists.

In the 25-30s of the 20th century, attention to geography education decreased again. In 1924, schools switched to a new program, according to which no separate subjects were taught, but a complex of basic natural and social sciences was taught. From 1927-28, geography was again taught as a separate subject. On May 15, 1934, a state decision was issued on the teaching of geography. In it, the extremely low quality of geography teaching was severely criticized. In accordance with this decision, geography was taught in three sections: natural geography of one's place of residence in the 3rd grade, natural zones in the 4th grade, general natural geography in the 5th grade, continent in the 6th grade. natural geography, economic geography of the country in the 7th grade, the number of hours has been increased. "Geography and school" magazine was published. started In December 1958, the state decided about the school. accepted. Great attention was paid to studying the geography of his country.

The authors of the 10th grade World Economic and Social Geography course are V. N. Fedorko, N. I. Safarova, J. A. Ismatov, E. Y. Nazaraliyeva.

The following geographers contributed to the creation of this textbook. They are: M. Egamberdiyeva - associate professor of the Department of Economic and Social Geography, Faculty of Geography and Natural Resources, UzMU named after Mirzo Ulugbek; Z. Abdalova - associate professor of the Department of Geography and its Teaching Methodology, Tashkent State Pedagogical University named after Nizomiy; F.Rajabov - Head of the Department of Geography, Chirchik State Pedagogical Institute, Tashkent region, PhD. (PhD), associate professor; R. Abdiyev is a geography teacher of the 11th school of Navoi city, Navoi region; L. Boltayeva is a teacher of geography at school 273, Yunusabad district, Tashkent city; M. Rashidova is a teacher of geography at school 198, Yashnaabad district, Tashkent city;

Kh.B.Nikadambayeva, D.I.Roziyeva, Z.A.Karabazov in the methodical manual of possibilities of teaching "Natural geography of Central Asia" using interactive methods, according to the studies of American psychologists R. Karnikau and F. McElroy, the natural physiological psychological capabilities allow to preserve knowledge acquired in certain forms at different levels. That is, 10% when the student studied the topic of geography of mineral resources of the course of economic and social geography of the world by himself, 20% when he heard information about the topic from the teacher, 30% when he watched various videos, reports, etc. %, 50% when watching videos, reports and explained by the teacher, 80% when he/she transmits this information to his/her peers, preparing the acquired

knowledge for his/her mineral resources geography topic it has the ability to remember 90% of the data when using it in the process.

DISCUSSION AND RESULTS

I. Fit to line method.

II. In this method, the teacher corrects the data in the "Dynamics of the World Population" table.

World population Year Range of years	World population Year Range of years	World population Year Range of years
1 billion 2055 UN forecast 18	1 billion 2055 UN forecast 18	1 billion 2055 UN forecast 18
2 billion 2037 UN forecast 14	2 billion 2037 UN forecast 14	2 billion 2037 UN forecast 14
3 billion 2023 UN forecast 12	3 billion 2023 UN forecast 12	3 billion 2023 UN forecast 12
4 billion 2011 12	4 billion 2011 12	4 billion 2011 12
5 billion 1999 12	5 billion 1999 12	5 billion 1999 12
6 billion 1987 13	6 billion 1987 13	6 billion 1987 13
7 billion 1974 14	7 billion 1974 14	7 billion 1974 14
8 billion 1960 33	8 billion 1960 33	8 billion 1960 33
9 billion 1927 123	9 billion 1927 123	9 billion 1927 123
10 billion 1804...	10 billion 1804...	10 billion 1804...

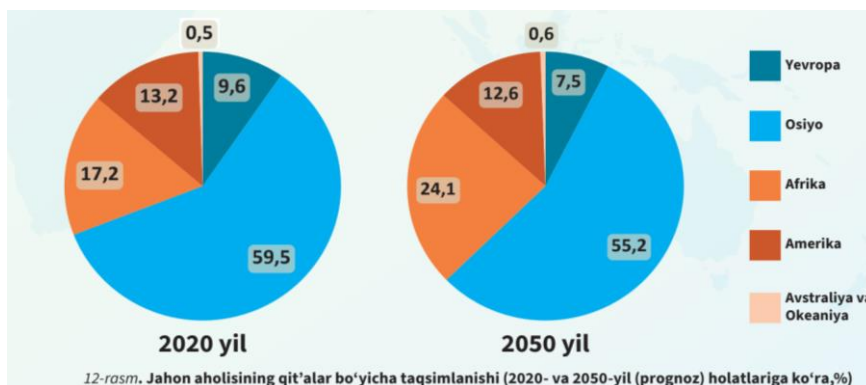
II "T-scheme" method.

In this method, students divide the "World population increase" given by the teacher into schemes and write examples for them.

Ijobiy holatlar	Salbiy holatlar
1. Insoniyatning ko'payib borishi bilan shahar va qishloqlar bunyod etilmoqda	2. Antropogen ta'sir tufayli yer yuzidagi ayrim hayvonot va o'simlik dunyosi kamayib ketmoqda

II. Cluster method.

This method greatly helps students master the subject. They develop skills such as creativity and memorization. For example, distinguish the top five countries that are well-endowed with many types of mineral resources.



IV. Pisa method.

With the help of this method, students distinguish between "the most densely populated and the most sparsely populated" countries in the world.

For example, 1. Select the country with the most dense population from the

countries given below.

<p>Aholi / km²</p> <ul style="list-style-type: none"> 0-10 10-25 25-50 50-75 75-100 100-133 133-200 200-250 250-400 400-1000 1000-26106 				
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2. What factors affect the territorial location of the world's population? Pay close attention to the places depicted in these pictures and choose the most suitable areas for living and explain why.



CONCLUSION.

The use of interactive methods in the teaching of the economic and social geography of the world on the topic of the number, growth and location of the world's population creates a foundation for students to become perfect people who can express love for the Motherland, self-confidence, and reactions to the events around them. .

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

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