

USE OF MODERN METHODS IN TEACHING THE COURSE OF CONTINENTS AND OCEANS

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Annotation

This article briefly describes a number of innovative, easy-to-learn methods for teaching the natural geography of continents and oceans. Including: "Categorization", "Arrow", "Level questions". methods and instructions for creating interesting tests based on the "Filword" game and the "iSpring" program.

Key words

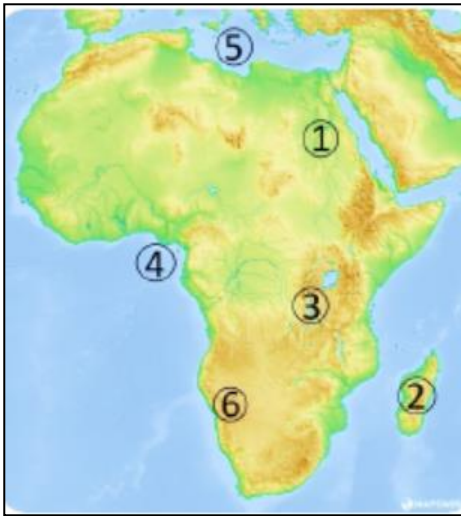
"Categorization", "Arrow", "Level questions" methods and "Filword" game, "iSpring" program, Information communication, graphic organizer, improvisational - technological method, systematization, centralized, in the catalog "Resultaty" (results folder), scientific scientific-practical training.

In this article, the methods of delivering the Continents and Oceans course based on modern methods in a way that is easy and convenient for the student, are analyzed along with the solutions of the given tasks, and the ways to achieve the goal of the lesson are studied. it was mentioned that the subject is kept in the memory for a long time due to their participation and forms an active knowledge reserve. We know that in the current modern education process, the lesson process is organized correctly only if the student is in the center, it has been proven by most expert pedagogues.

Below we can give an example of a number of methods related to the course of natural geography of continents and oceans.

It is important to summarize the information about a certain type in the course of natural geography of continents and oceans using the graphic organizer "Categorization" in the form of a table and arrange them in order. Also, using the information on climate regions and natural zones of the continents and oceans to write down the main information on the map without writing, it will greatly help in remembering the information. The graphic organizer "Categorization" teaches

students to identify the important features and aspects of the subject being studied, to summarize information [1].



Question: The map below shows which natural geographical objects. Fill in the form of a table.

| Describe the geographical location of any one of them | Geographic object type | Geographic objects name |
|---|------------------------|-------------------------|
| 1 | River | Nile |
| 2 | Island | ? |
| 3 | Lake | ? |
| 4 | Bay | ? |
| 5 | Sea | ? |
| 6 | Desert | ? |

Assignment: Fill in the following table about air masses. [4].

| Air masses | Area of formation | Main or characteristic features |
|------------|-------------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |

When applying this method, students develop the skills of logical thinking, bringing information that illuminates important features into a specific system. Although the interactive method of learning by summarizing one type of information in the form of a table is not new, the number of users of this method is

decreasing, and the reason for this is that this method takes a little more time during the lesson. However, it is somewhat effective to implement this method during independent study.

During the independent study of the natural geography of continents and oceans, it is effective for students to make the following tables. Geochronological table, air temperatures, precipitation, national parks and reserves, continental capes, peaks, volcanoes, nature zones, climatic regions, depressions, sediments, lakes, rivers, scientific stations, soils, flora, fauna and traveling geographers, World Ocean Seas, World Ocean Currents can be charted. The use of the above-mentioned methods in independent study is considered very effective, and it is a very useful method for students, especially for students who work more on themselves. Today's demand is to make young people talented, intelligent, innovative, as well as mature and well-rounded individuals, as a result of the work carried out in the field of education today. This is how creating tables of different content and filling them out shows the students' talent and desire for innovation [1].

"Bow arrow" method. Many science teachers can use the bow and arrow method. For example: Application in Geography. The length of rivers Nile 6437 km Amazon 6671 km Congo 2540 km Niger 4160 km Amudarya 4320 km Application of the basics of economic knowledge. Country name barcode France 49 Germany 46-47 Japan 869 Turkey 30-37 Uzbekistan 400-440 [2]

"Level Questions" method. In this method, there are envelopes of three different levels of questions on A3 format paper, and questions of three different levels are placed inside them. Questions in the first envelope are of the first level, namely easy questions, questions in the second envelope are of the second level, namely questions of medium difficulty, and questions in the third envelope are of the third level, namely difficult questions. The student who needs to be assessed goes to the blackboard and chooses the first, second or third envelope of questions based on his knowledge potential. If the student chooses the first envelope, namely easy questions, he will have to answer 3 questions.

If the student chooses the second envelope, namely questions of average level, he will have to answer two questions inside the envelope. If the student chooses the third envelope, namely. difficult questions, he will have to answer one question in the envelope. The student is evaluated based on his answers to the questions. All science teachers will be able to use this method [2].

Filword" game. All students in the class will be given a "Filword" crossword puzzle on A4 paper. The task in the crossword given to them can be prepared on

the basis of the topic "Ethnic and religious composition of the population of the mainland" in all continents.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| R | U | M | I | L | L | I | S | L | O |
| Q | S | L | A | B | A | X | R | I | M |
| A | B | I | D | U | T | I | N | S | T |
| E | X | A | D | D | N | I | G | L | I |
| L | A | N | I | U | Z | M | Z | I | A |
| A | T | K | A | T | O | L | I | K | N |

Russian, Nation, Christian, Buddhist, Islam, English, Catholic, Tribe, Ethnicity, Hinduism, Religion [3].

iSpring software. The use of the "iSpring" program in the course "Natural Geography of Continents and Oceans" on the topic "Main features of continents, history of study, climate, minerals, natural zones" is a necessary program for checking and strengthening knowledge. In the program, the program for creating a 3D book provides an opportunity for students to introduce additional information, create imagination and skills through pictures and slides. This program makes the process of explaining the topic to the teacher several times easier. Knowledge testing is an important and mandatory part of the teaching process. Its special task is to determine the successful mastering of the curriculum, the growth of thinking, practical skills, and independent learning of all students. At the same time, the examination of knowledge should have the character of teaching: in particular, it should correspond to the systematization and generalization of the learning material learned through repetition, deepening and strengthening of the subject. The use of pedagogical tests in solving these issues gives effective results. Even a science teacher who is partially computer literate can create tests for the "iSpring" program and use them in classes.

If there are computer networks, the test results are collected centrally, and the results of the assignment are sent by the students to the teacher. The teacher can evaluate and analyze them at his convenience. In this case, it is appropriate to use an improvisational-technological method. Using this method, test tasks can be evaluated grammatically. These quizzes force students to think logically to find the right answer or to think intellectually to find the right answer. There are 11 types of

test tasks of the "iSpring" program. During the test in the program, there are no negative situations, such as relocation or assistance, among students. Students will not have time to talk to each other or browse literature. For example, if the test consists of 100 questions, the iSpring poll will select 25 questions out of 100. As a result, multiple options of the test questions are provided. The computer allows the student to see his mistakes. Correct answers are marked in green or "correct". The student will be able to see the test results in time, as well as from the "Results" (results) folder in the directory. It is worth noting that the teacher should develop the ability to work with the "iSpring" program in students. The "iSpring" program is used in the teaching of the course "Natural geography of continents and oceans". This situation ensures that the test questions of students sitting next to each other are not the same on the screen.

The use of test questions prepared in the "iSpring" program [7] is one of the most convenient and effective methods of monitoring and evaluating students' knowledge. This innovation in science is not only an idea, approach, method, technology, not just presented and not yet used, but a complex and separate component of the innovative process, which includes educational issues in changing conditions and situations. allows for a sufficiently effective solution. In teaching the course "Natural Geography of Continents and Oceans", the teacher uses the test questions prepared on the basis of the "iSpring" program to form the students' scientific competences, as well as the psychological scientific-practical exercises created for the subject. gives the result. For this purpose, in teaching the course "Natural Geography of Continents and Oceans", methods of formation of scientific competencies in students through psychological scientific-practical training were created.

The above multimedia applications can be used in all subjects of the "Natural Geography of Continents and Oceans" course. Developed during research. It is known that when a person reads a source - 10%, when he hears - 20%, when he sees a process - 50%, he remembers the amount of information. It can be concluded that the use of multimedia applications in geography education helps to preserve the knowledge acquired by students for a long time, can be used in life needs, and serves to increase the quality of education. In the process of working with multimedia applications like the one above, students' independent thinking improves. He can express his opinion freely. The skills of working with information and communication technologies are developed [3].

CONCLUSION

1. Wider use of innovative technologies in order to further increase the effectiveness of teaching geography in general secondary schools.

2. In the context of the introduction of innovative approaches to teaching geography, it is necessary to improve it in accordance with modern educational requirements and needs, and to expand the effective use of the experience of developed countries in applying it to other classes of school geography.

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