

The use of new pedagogical Technologies on the topic of the political map of the world of socio-economic geography lessons

H.Abdurahmonova, S.Yuldasheva, A.Arabbayev
Andijan State University
Faculty of Natural Sciences, direction of geography
+998934437758
+998916177260
+998901403566

Annotation: It is known that the organization of classes in interactive methods plays an important role in the development of such features as the memorization of information in students and young people, thinking, taking their position in relation to what is happening around them, and the effective use of the internet. This article will talk about the use of new pedagogical Tehnologies on the topic of the political map of the world of socio-economic geography lessons.

Keywords: lesson, educator, cognition, explanation, Application, Analysis, generalization (synthesis), assessment.

Introduction

Lesson-is the main organizational form of school education, considered sacred.

A lesson is a didactic event that is organized in a strict order with a certain amount of constant student content and is aimed at acquiring knowledge for a specific purpose.

The lesson form of Education has been used since a long period in Turkestan, a former Soviet colony. During that period, attention was paid not only to the external aspects of Turkestan schools, but also to the essence of the lesson.

Pedagogue – derived from the Greek word, means Peda – “child”, gog - “leading”, that is, “leading the child in his path.” This word appeared in ancient Greece.

The emerging XXI century today is the information age. This requires both practical and theoretical inextricable connection of lesson lessons. And from the teacher, the lesson requires the search for new methods, new pedagogical Tehnologies.

Literature Analysis And Methodology

Uzbekistan, Russia and other state educational system since the 90s of the XX century, such concepts as "new pedagogical technologies", "advanced pedagogical technologies", "educational technologies", "school Technologies", "Information Technologies" and others have entered.

By the 20th century, in connection with the high level of development of Science Technology, a number of problems have arisen in the education system. Such problems include the design and implementation of educational technologies, where the receipt of results is established from the very beginning. To this end, in the 50-70s of the XX century in the USA at B. Blum. D. Kratvoll, N. Gronlund, Dj.Carol.DjBlok, A. Anderson and other scientists guarantee to obtain the results planned bygon, reproducinggon technologies that involve the pedagogical cycle have been developed. These technologies began to be used in Europe. Scientific research on pedagogical Technologies has been published.

Pedagogical technologies in Russia in the 1990s of the 20th century were predicted to spread. In the fake of these technologies B. P. Bepalko, M. V. Klarin, V. G. Guzeev, T. S. Nazarov. N. D. Nikondova, N. F. Kastenka, V. R. Imakova, G. Ilni, B. I. Bulin, Sokolova, Yu.G. Molokova, O. P. K. Episheva and others began to be seen in the magazine "if".Shkolnie tehnologii carried out tremendous workdiyu Selevko

New pedagogical technologies were supported in primary education (preschool education, primary, secondary, special and Higher Education). In the field of pedagogical technologies in Uzbekistan since 2000, primary scientific works and teaching aids have been published. In this Sakha B. P. Farberman, N.

Seydakhmedov, F. Jumabaev, A. Ochilov, L. Golish, B. Ziyamuhamedov, SH.Abdullaev, J. O. Tolipova, A. T. Gafurov and others did great work. At the moment, the legal name "educational technologies" has been published at the Tashkent Pedagogical University named after Nizami. On the development of pedagogical and Information Technology Teaching and geographical educational technologies in geography education I. V. Doshina, V. T. Dmitreva, A. N. Varabev, A. A. Ushakova, N. V. Novenko, I. I. Barina, A. A. Bakhchieva, U. X. Safarov, X. Nikadamboyevd and others are working.

Admission to higher educational institutions in Uzbekistan since 1992 is carried out on the basis of pedagogical tests. Pedagogical technologies and the quality of education were opened at the Institute of higher and secondary special school problems. In geography education, reading technologies are supported by advanced, some are now supported. I. V. Dushina (2004) is used in geography education, the gon technologies are divided into the following types: logical tayorch technology of synopsis; technology of shaping methods of educational work; technology of teaching activities of students; communicative-Communication Technology; Technology of student design activities.

Currently, information on the scientific and methodological foundations of pedagogy and information technology support in geography education. Geography definition of educational goals. The goals and objectives of geography education are developed and presented in the existing educational standards. By standards, educational goals and objectives are developed for each subject of geography.

The main pointers of geography education are B. Can be represented by taxonomic associations of the Blum or. In this area of problem, there is currently no noticeable work in geography education. [1]

American psychologist scientists R. Garnikau and F. according to macelro studies, the natural physiological and psychological capabilities of the individual make it possible to preserve the knowledge acquired in certain forms to varying degrees. That is, a student or student;

When reading the textbook itself – 10 %

-20 when you hear information from friends %

What happened, when I saw the case and the process-30 %

What happened and when you saw the process and heard information about them-50 %

Information (information) when self-sharing (speaking, demonstrating knowledge) - 80 %

When applying the acquired knowledge(information, information)to its activities - 90% of the volume of information can be kept in mind. Obviously, now systematic work is underway to ensure the continuity of practical classes with theoretical ones. It technologies are being introduced into the industry. [2]

Discussion And Results

One of the important aspects of understanding pedagogical Tehnologies is the following:

1) orientation towards very well defined goals;

2) the teaching of students is carried out through the activities of students.

When developing a taxonomy of the goals of geography education, the general goals and objectives of the science of socio-economic geography of the world, a mandatory indication of the content of this education, as well as all the requirements for the level of training of students-young people who graduate from the course are taken into account.

**Taxonomy of educational goals of the science of socio-economic geography of the world
 (B.Based on Blum taxonomy)**

№	The main types of goals on the topic of the political map of the world	Definition of types for which the subject's goals are calculated
1	<p>Know. This tour consists of remembering and telling basic knowledge on the subject of the political map of the world. The word here can range from one of the content of specific geographical facts to the whole theory(hypothesis). The main feature of this category is the ability to remember the relevant information on the topic.</p>	<p>Knowledge of the theoretical foundations of the topic. Knowledge of research techniques on the topic of the political map of the world, and their classification. Knowledge of the material and spiritual expression of the perception of the universe through knowledge of phenomena and processes on the political map of the world knowledge of the structure of the political –geographic description of the territory.</p>
2	<p>Explanation. The pointers of this category are as follows: transformation of socio-economic geographical data from one form to another (for example, mapping the territory of states): presentation of information by students-young people or the future political status of events to make proposals (for example, the development of states, their status on the political map, etc.).k) the explanation (political geographic and political law and laws, information, political event and processes) is superior to the simple recall of such.</p>	<p>Being able to show geographical objects. Being able to identify(measure) political geographical events and events, as well as objects, be able to interpret political geographic data, describe information on the political map of the world. To be able to explain socio-economic geographical events and events, laws, theories. Prediction of political map change.</p>
3	<p>Apply. Application of geographical techniques, general concepts, rules in the mazus of the political map of the world. This includes; rule, Style, Concept, hypothesis and political regularities. The results of relevant education require a higher level of knowledge in relation to the explanation of knowledge.</p>	<p>Being able to apply political geographic theory and teachings: Political map of the world, political geographic location, State, UN (United Nations), largest and “dwarf ” states, island states, peninsular states, inland continental states, independent states</p>
4	<p>Analysis. Students should be able to: determine how many sovereign states exist, whose independence is officially recognized by the world community, determine the consistency in the changes in the political map of the world, be able to analyze politically, analyze the political map of the holistic world.</p>	<p>Analysis of the political map of the world From the point of view of its geographical position on the political map of the world, first of all, the analysis of states that have access to the sea and do not have such an opportunity.</p>

<p>5</p>	<p>Generalization (synthesis) Creation of a holistic geographic unit based on the analysis of the data provided. For example, States, from the point of view of their geographical place, are divided, first of all, into states that have access to the sea and do not have such an opportunity. Among the countries with access to the Sea, Island, peninsula and Sea continental states are distinguished. Island states include Indonesia, Phillipin, Japan, Sri Lanka The peninsular states include Saudi Arabia, Spain, Italy, Norway, the Republic of Korea And the seaside continental states are located in the main part of the continents, and the countries with access to the sea are: France, Germany, Poland, China, Egypt, the United States, etc.k S enter.</p>	<p>Preparation of written work on the basis of an analysis of the data in the Carita of the political map of the world. Development of an action plan for solving a geographical problem in relation to colonial and aggressive states. Creation of a holistic image of a holistic natural geographic and economic geographic or political card based on private data.</p>
<p>6</p>	<p>Evaluation Evaluation of data and techniques taking into account the existing accepted educational goals. For example, methodological, hydrological, observation of states on the political map of the World, assessment of cartographic, comparative-geographical mathematical techniques. This category requires an assessment of the educational results based on the dimensions in which it is clearly expressed that the results are obtained according to the above categories.</p>	<p>Assessment of a particular state on the political map of the world on the basis of internal data. Having access to the sea on the political map of the world, there is no such possibility, to evaluate the island, Peninsula and seaside continental states in relation to each other or neighboring countries.</p>

Conclusion

In conclusion, I would like to say that the use of new pedagogical Tehnologies on the topic of the world's political map of the world's socio-economic geography lessons primarily affects educational value, that is, the increased interest of students in development; in the second scale, from which each geography teacher teaches a lesson, thirdly, effective, that is,,

Fourth, each teacher can use it, relying on his own experience, taking into account local conditions.

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