

THE TOPICALITY OF USING COMPUTER TECHNOLOGIES IN TEACHING GEOGRAPHY AND ROLE OF TASK-EXERCISES IN EDUCATION OF GEOGRAPHY

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ABSTRACT

This article analyses the role and importance of computer technology and task-based exercises in achieving geographic goals, enhancing the effectiveness of geography education, and acquiring geographical knowledge. There are 5 types of geographical issues and proverbs according to their complexity, which are illustrated by examples.

Keywords: Geography, information communication, matter, exercise, logical thinking, practical skills, geographical understanding, geographic regularity, practical skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The development of modern science and technology, the increasing flow of information requires faster implementation of the processes underlying them. "Today's most important tasks are to teach students how to work with modern information technologies, in particular, Internet, extensive training and development of robust practical skills, and the effective use of information resources through the Internet, the acquisition of new knowledge and the scientific organization of future work. one of the most important issues facing the system "[1,12-b]. Therefore, the introduction of computer technologies in the learning process and in all spheres of public life, based on modern techniques, has become a requirement of the time. From this point of view, there is a need for greater use of computer technologies in the educational and upbringing process in the training of geographers in higher education institutions.

In our republic, new information and communication technologies in geography education have been researched by the following scientists in parallel with the development of the modern world: In 1987, "Oman on the coast of Eurasia", which was used in educational process for students of higher educational institutions. in 1990, "Use of education techniques in Geography classes" by I.Abduganiev, and in 1992 by O. Muminov and U.Safarov. the use of computer technology in geographical education" and UH Safarov's use of computers in enhancing student learning activity (for example in the science of natural geography of Uzbekistan), in 2001 by M.Abdurakhmanov "Methodology of ispolzovaniya didactic vigilance geography ", 2002. "Use of non-traditional teaching methods in geography," by G.T. Tupupbekova, 2003, "The use of unconventional teaching methods in geography", 2004 by R.T. Gayipova, "Natural Geography. methodological bases of using local visual aids in primary science ", 2008. Saidova's "Development of skills of working with natural geographical texts in schoolchildren", 2012, H.B. Nikadambaeva "Methods of using computer technologies in teaching natural geography of Uzbekistan " methods have been studied [1,13-b]. In this context, there are not enough hours devoted to practical training in geography education in higher education institutions. For example, in the preparation of qualified geographers in higher education, the natural geography of Uzbekistan is one of the main subjects. Because of this subject, students will have an in-depth study of the natural conditions and natural resources of their homeland

in Uzbekistan, and will understand the interconnectedness and interconnectedness of the natural elements. As a result, geographical teachers will be trained who will have a deep and comprehensive knowledge of Uzbekistan's nature and will use it safely to use its natural resources for the younger generation. However, the time allocated for Uzbekistan's natural geography is not enough. In addition, the lack of practical hours limits students' ability to delve deeply into the nature of Uzbekistan, on the contrary, the lack of general hours for practical classes helps to deeply and comprehensively master science, to understand their basic concepts and principles, and to enrich their theoretical knowledge. geographic textbook, tutorials, assignments using various books, cards and atlases to enhance knowledge, etc. geographical size of some events and activities related to the exercise and the need to resolve the issues. Consequently, in addition to strengthening the knowledge gained from the theory, if students complete the practical exercises, students will develop independent thinking skills. As students practice the tasks and questions using textbooks, tutorials, various books, cards and atlases, the following skills and skills are important to them:

- The ability of students to know the current state of certain natural geographical objects, their processes and processes by working with thematic maps and atlases and comparing them;
- Students have the ability to make independent conclusions about the natural elements of Uzbekistan, not in isolation, but in close contact, which, if improperly affected, may cause other elements to change;
- The ability to analyze digital data, create profiles, graphs and diagrams using various tables and tables in the manual.

Theoretical and practical lessons on natural geography of Uzbekistan constitute one whole subject. However, the task of the practical exercises is not to duplicate the knowledge gained from the theory, but rather to apply the knowledge gained from the theory, independently analyze and analyze the questions and assignments, and acquire the skills and skills that future geography teachers need to know [2, 8. b].

In the course of practical work on the natural geography of Uzbekistan, students are not limited to textbooks and manuals, but also use of cartographic (topographic, special thematic cards, atlas and globe), statistical (diagrams, tables, various schemes), aerial photographs, time-press, etc. why is this or that event in the process of remembering and reinforcing the knowledge gained from the theory and in the process of acquiring geographical understanding? when? where is Practical, that is, exercises and questions, play an important role in answering such questions as [3, 5-6].

One of the most effective ways for students to acquire geographical knowledge in the learning process is to highlight the content of the topic using questions and exercises. The practical importance of issues and exercises is important in developing students' knowledge, skills and abilities. Issues and exercises also play an important role in enhancing the effectiveness of geography education and in achieving a set geographical objective of the learner, in pursuing geographical and mathematical competences [4, 280].

A task is a set of problematic questions that address specific geographical events and events. The task builds on geographic skills and qualifications. The main purpose of using questions in this case is to link, clarify and understand geographical concepts. Task questions are also important in mastering geographical language and characters. Exercises that require proof in the learning process, including filling in omitted words, are examples of proofreading the

text. Applying this kind of training in the course of Natural Geography and the lessons on Continental and Oceanic Geography is very effective.

An exercise is the most effective method of connecting learners with skills and skills. Exercise is a hard work that comes from achieving a human goal and achieving positive results. By practicing, the learner acquires the learning and practical skills and abilities that he has previously learned. Without training you will not be able to acquire practical skills and qualifications.

One of the most important aspects of the tasks and exercises is to activate the students' creative thinking during the lesson. In solving geographical issues in activating students' thinking activities, they teach not only geographical events and events, but also to remember their causes and features, think, explain, compare data, identify similarities and differences, make correct conclusions.

Tasks and exercises used in geography education can be classified according to the degree of complexity, form and meaning.

We can categorize the topics offered to students (whether in the classroom or extracurricular Olympiad, test), depending on the level of difficulty. They should not be confused with the level of knowledge acquisition. Didactics is known to divide knowledge into three groups, namely, reproduction, standard problem solving, and creative problem solving.

Tasks and exercises by complexity levels are as follows:

- Priority tasks. It may be related to repetition and comparison of simple knowledge.
- 2) Tasks of secondary complexity. The solution requires the application of certain geographical laws and the comparison of individual events. This level of engagement also draws students from other disciplines to find solutions for them.
- Geography requires that you take a number of steps to solve tertiary tasks and exercises, to know the importance of the object in nature and in human life. It is necessary to make interdisciplinary connections, to try to solve the task using the acquired knowledge.

Students should be able to mobilize the knowledge they have gained from other disciplines as they respond to exercises and exercises that are of fourth level complexity. They must also have task solving skills at several stages.

The level 5 tasks and exercises on geography require doing multiple computations at the same time, as well as comparing objects, identifying causes for similarities and differences, and applying geographical laws and theories to solve problems.

The higher the level of exercise, the more it requires the student to think and perform complex logical tasks.

From this point of view, geography education in higher education institutions is included in the curriculum of the subject "Solving tasks and exercises on Geography" and the development of methodical manuals strengthens the knowledge, skills and abilities of students. Using them in classroom activities, performing appropriate exercises on each subject in the geography, solving tasks will provide a solid foundation for students and students to gain a deeper knowledge of geography. This is the main purpose of teaching each subject.

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