

USING INTERACTIVE METHODS IN TEACHING THE SUBJECT OF GEOGRAPHY OF THE WORLD NATURAL RESOURCES

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ABSTRACT

This article is an interactive technique in geography education on the importance of use. The focus is on application in geography education and some interactive methods that are possible.

Keywords: Geography, interactive method, education, pedagogical skills, pedagogy, technology.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, a number of developed countries have extensive experience in the use of pedagogical technologies that enhance learning and creative activity of students and guarantee the effectiveness of the educational process. These methods are called interactive methods. Techniques that enable learners to think and act in the center of the learning process are called interactive methods.

Currently, there are a lot of interactive methods. Below we will discuss some of the pedagogical technologies that can be used in teaching geography at different stages of the classroom learning process.

Topic: Geography of the World Natural Resources.

Course content: The concept of natural resources, fuel and energy resources, ore and non-ore resources, the structure of the world land fund, soil degradation, fresh water problems, global biological and ocean resources, environmental protection, world environmental policy.

Course Objectives: To give students knowledge about mineral resources and their geographical location and geographical location, ecological problems of humanity in the use of global land and water, biological and ocean resources, as well as environmental policy in the field of environmental protection.

Required tasks to be addressed during the lesson:

1. To give students general information about the world's mineral resources and its geographical location.
2. Formation at students of knowledge about the structure and use of the World Land Fund, environmental problems caused by the negative impact of human activities on land resources.
3. To give students knowledge about the distribution of water resources in the regions of the world, and the problems of fresh water use.

4. To provide students with knowledge on the problems of global biological and ocean resources use.
5. Formation at students of knowledge about environmental pollution, the impact of anthropogenic factors on students.
6. Introduce students to the rules and implementation stages of interactive methods in the process of learning the subject.
7. Formation at students of analytical, logical thinking, ability to independently study the subject, to determine the level of assimilation of the given knowledge.
8. Teaching students to make analytical conclusions on assigned tasks, and creating conditions for students to collaborate.

Classroom equipment: World policy card, textbook, tutorials and additional literature, handouts, internet information.

Interactive methods used in the process of teaching technology such as "Charxpalak", "Strategy of problem", "Working with red and green cards".

Lesson Plan:

1. World mineral resources and their use
2. World Land Fund Structure.
3. Impact of human activities on arable land.
4. Ratio of fresh and fresh water resources in the world.
5. Problems of using fresh water.
6. World Biological and World Ocean Resources.
7. Environmental pollution caused by anthropogenic factors and global environmental policy.

Course:

I. The first stage of the lesson: The method is based on the interactive method "Charhpalak".

1. The teacher presents a problem on the topic for discussion and analysis before the lesson begins.
2. The teacher uses the "Charhpalak" method to return, consolidate, consolidate, consolidate the theoretical knowledge, apply and test theoretical knowledge in the practical work, and to answer the task prepared by this method individually, and that the technology is implemented in several stages provides information to students.
3. Distributes tasks to groups, allocates time for finding the best solution, and monitors students' performance.

The task is explained by the teacher, which means that the handout is required to complete a list of key minerals. Pupils identify the correct answer and point to the required column in the table.

For the time being:

- Individuals work in groups, get acquainted with the tasks assigned to the task;
- studies the types of mineral deposits in the following countries:
- Works with the map without recording, recording necessary information in the notebook.

When the time set by the teacher is over, the students in a group change their seats and check each other's work.

This process is repeated according to the number of students in the group. The teacher presentation is summarized. An option will appear on the computer screen with the correct answers.

№	Countries	Coal	Oil	Natural gas	Bauxite	Copper	Lead	Tin
1	China	+					+	+
2	USA			+				
3	Saudi Arabia		+					
4	Chile					+		
5	Australia				+			

Learners consider themselves and other students in the group based on how well they perform their tasks. Students analyze what they have done, provide them with scientifically-based feedback, and draw general conclusions.

II. Medium Stage: Learning to solve environmental problems and solve them using the problem-solving strategy. This process involves the following steps:

1. The teacher introduces the students to the training rules before the start of the training and informs them that this technology will also be held in several stages.
2. Distributes tasks to teacher groups and assigns time. The task is to make posters, posters, or drawings of students for the lesson, who study the material from the sources above and record the problems in the notebook.
3. The teacher provides the following table for the students to complete the task individually.

№	The problem type	Causes of the problem	Ways of problem solving

4. Students complete this schedule based on their knowledge, skills and abilities. Students complete the task in the following order:

№	The problem type	Causes of the problem	Ways of problem solving
1	Soil degradation, the problem of desertification	Irrational use of land resources, soil salinization	Improvement of soil irrigation regime, leaching works, improvement of drainage system, etc.

№	The problem type	Causes of the problem	Ways of problem solving
1	Deforestation	Increasing human demand for wood, road construction, mining and more.	Rational use of forest resources, creation and protection of new forest areas.

№	The problem type	Causes of the problem	Ways of problem solving
1	The processes occurring in the geographic crust under the influence of human activities: Glaciation, floods and floods, landslides, forest fires, etc.	Industrial enterprises, toxic gases emitted by vehicles, volcanic eruptions, forest fires, greenhouse effect, climate change	Effective use of advanced technology and innovation to reduce the amount of greenhouse gases and emissions into the environment, placement of industrial plants

I. The final stage of the lesson: Strengthening knowledge with the use of technology "Red and green cards".

Students will be given red and green cards The correct answers will be green cards, and the wrong answer will be red cards.

The teacher asks the following questions:

1. Is oil and natural gas found in the slopes of the mountains? (Yes.)
2. Is oil produced from developed countries of the world? (No).
3. Are industrial enterprises and vehicles the main source of environmental pollution? (Yes.)
4. Are the decline of forest areas related to human activities? (Yes.)
5. Does climate change affect some components of the geographic crust? (Yes.)

In summary, interactive teaching methods used to enhance learning quality and effectiveness are achieved through the use of interactive methods.

- Throughout the course, the world's leading mineral resources and leading countries will strengthen their knowledge about the rational use of natural resources.

- Formation of knowledge and understanding of global environmental problems caused by human activities and environmental policy in the world.

- The interactive methods used by teachers in the classroom allow the student to think freely and perform the tasks independently.

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