

## USE OF "BBB AND SWOT-ANALYSIS" METHODS IN TEACHING THE SUBJECT OF "GEOGRAPHICAL FEDERATION OF BRAZIL" IN WORLD GEOGRAPHY

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### ABSTRACT

The science of world geography includes the stages of formation and development of the world political map, the geography and environmental problems of natural resources, the structure of the world economy and its sectors (industry, agriculture, transport), the population and economy of individual countries, global problems and current stages of world development. helps to master knowledge. Therefore, in the course of World Geography, we will get acquainted with a two-hour practical lesson using the methods of "BBB and SWOT-analysis" in teaching the subject "Federal Republic of Brazil".

**Subject: "Federal Republic of Brazil"**

**Practical training:**

**Course Description:** Economic and political geographical location of the Federative Republic of Brazil, natural conditions and mineral resources, population and its composition, location, cities, state system, sectoral structure of the economy, external relations.

**The purpose of the course:** to form students' knowledge about the economic and political geographical location of the Federative Republic of Brazil, natural conditions and mineral resources, population, its composition, location, urbanization problems, territorial location and development of economic sectors.

**The tasks to be solved during the course are:**

1. To provide students with general information about the Federative Republic of Brazil.
2. To form students' knowledge about the economic and political geographical location of the Federative Republic of Brazil, the rational use of natural resources.
3. To provide students with new knowledge about the Federative Republic of Brazil.
4. To provide students with new knowledge about the location and development of the population and economic sectors of the Federative Republic of Brazil.
5. Consolidation of knowledge acquired by students on the topic of the Federative Republic of Brazil using interactive methods.
6. Determine the level of repetition, reinforcement and mastery of a new topic.
7. To teach students to form critical, analytical, clear and logical thinking and draw conclusions.

**Course equipment:** World political map, textbook, handouts, additional literature, teaching materials, curricula, Internet resources.

**Methods used in the course:** "BBB" graphic organizer, "SWOT-analysis" methods.

**Lesson plan:**

1. The economic and geographical location of Brazil.

2. Natural conditions and mineral resources
3. Population and its territorial location
4. Features of state system and political development
5. The structure of the economy (industry, agriculture, transport).
6. Foreign economic relations

### Process

1. The first stage of the lesson is "I know. I found out. I want to know. (BBB)" graphic organizer. The group of students is divided into three subgroups, each group is given a name. (Names are chosen by the students themselves). The auditorium board is divided into three. At the top of the first section is written "I learned".

The teacher then asks the students what they think about the new topic, and the concepts they describe are written in a column called "I know". This movement will continue until the students have finished their thoughts. It is necessary to ensure the activeness of all requirements in this process. Students can say the same thing they think, even if it's wrong. After all, students are not limited in their activities. This approach develops in them the skills of free and independent thinking.

The teacher asks the students what they understand about the new topic, knows the information, and encourages them to think again. The concepts and ideas expressed by the students are reflected in the column "I want to know". When the activity on both columns is completed, the teacher distributes the text on the topic to the students. The text is made up of basic information that students need to master. Once students have read the text, they should find the answer to the question of what else they have learned on the new topic. Each group of students describes the new concepts they have mastered after thinking about each other. The teacher writes the concepts mastered by them in the "I learned" column of the table on the board. The result is shown in the table below.

<b>I know</b>	<b>I want to know</b>	<b>I found out</b>
The Brazilian state ranks fifth in the world in terms of area	Brazil is rich in what kind of mineral deposits	Brazil is rich in iron ore, mercury, niobium, beryllium, apatite, bauxite, manganese, asbestos and many other types of minerals.
Brazil is the largest country in the Latin American region.	Which sectors of the mining industry are developed in Brazil.	The mining industries of Brazilian iron ore, mercury, niobium, beryllium, apatite bauxite, manganese, asbestos are well developed.
The indigenous people of Brazil are Indians	Which part of the country has the highest population density?	The south-eastern and coastal regions of Brazil are densely populated.
The capital of Brazil is the city of Brazil.	Which sectors of Brazilian agriculture do you specialize in?	Brazilian agriculture produces coffee, sugar cane, soybeans, corn, cocoa, bananas and cotton, specializing in meat cattle breeding.

The teacher determines the level of mastery of the topic on the basis of the strategy of the table "SWOT-analysis".

The teacher briefly describes the new topic, then introduces students to the rules of drawing up a table "SWOT-analysis".

The teacher divides the group into four small groups. Group 1 students will study the strengths of Brazil, Group 2 students will learn the strengths, Group 3 students will learn the opportunities, Group 4 students will learn the risks section independently based on the SWOT-analysis table. The information obtained is reflected in the general table and a presentation on the results of the work is prepared.

**Students are divided into groups and give the following answers on the topic "Federative Republic of Brazil" using the method of "SWOT-analysis":**

<b>Group 1</b>	<b>Group 2</b>
<b>Strengths</b>	<b>Weakness</b>
<ol style="list-style-type: none"> <li>1. Brazil has a favorable geographical location, a large part of its territory is connected to the oceans and seas by land. Its eastern shores are washed by the waters of the Atlantic Ocean.</li> <li>2. The size of the territory plays an important role in the location and development of productive forces.</li> <li>3. The richness of mineral resources has allowed the development of industries in the country on the basis of local raw materials..</li> </ol>	<ol style="list-style-type: none"> <li>1. The geographical location of the country is convenient, although its eastern regions are connected to the open ocean, the high Andes mountains in the west make it difficult to conduct foreign economic relations with neighboring countries.</li> <li>2. Despite the fact that the country's foreign trade turnover has a positive balance, the main part of Brazil's exports are mineral resources.</li> <li>3. The negative impact of human economic activity on natural complexes.</li> </ol>
<b>Group 3</b>	<b>Group 4</b>
<b>Opportunities</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1. Cheap sea transport will allow developing the country's export potential.</li> <li>2. The seas create favorable conditions for the development of transport infrastructure and economic relations with neighboring countries.</li> <li>3. The country's large land holdings allow for the cultivation of agricultural products.</li> <li>4. Facilitates the development of local and international tourism in the coastal areas of Brazil.</li> </ol>	<ol style="list-style-type: none"> <li>1. The emergence of deforestation and desertification problems as a result of the expansion of human economic activity can lead to environmental problems related to climate change.</li> <li>2. Deforestation leads to a violation of the moisture balance in the atmosphere, an increase in soil erosion due to precipitation in the place of deforested areas.</li> <li>3. As a result of deforestation problems, biodiversity is declining.</li> </ol>

One student from each group will present in a presentation on the work done, while the teacher will give her opinion on the group presentation and assess the students' knowledge and give homework.

In short, the introduction of modern new pedagogical technologies in the educational process will help to solve the following problems.

1. The use of interactive methods by the teacher during the lesson creates opportunities for students to think freely, as well as the teacher and student work together to achieve the objectives of the lesson.
2. The teacher has the opportunity to assess students' knowledge fairly and objectively during the lesson, to achieve a transparent assessment of their level of mastery of the topics.
3. During the lesson, students are able to independently solve tasks and tasks and draw conclusions, depending on the content of the lesson.
4. Each technology used in the teaching process helps to increase the professional pedagogical skills of the teacher, and the level of knowledge of students.

## REFERENCES

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