

METHODS AND TECHNOLOGY OF TEACHING ECONOMIC AND SOCIAL GEOGRAPHY

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ANNOTATION:

In this article, the actual issues of teaching the subject of human and social geography. The state of teaching geography in foreign countries. The mechanism of development of skills in the subject of "economic and social geography" in students. The application of the technology "cheerful map" is illuminated.

Keywords: economic and social geography, innovation pedagogy, Geographic content, DTS, "cheerful map" technology, pedagogical demand, state, economic indicator.

INTRODUCTION:

In the 21st century, education at the world level was recognized as the main factor ensuring sustainable development, and in this process, teachers of vocational education developed methods for the development of constructive-technological competence. In particular, it requires harmonization of professional education programs with the international standard classifier (MSCO) levels of Education adopted by UNESCO, full implementation of the National Qualification System for the educational process, design of educational content in the appropriate position of the trained personnel in the labor market, separation of professional competences into structures, creation of new methodical models of education and their[2].

At present, innovation pedagogy can be interpreted as the development of scientific knowledge, methodologies of education in society, the adaptability of the social order placed on education, depending on the level of World requirements [2].

The main emphasis in the teaching of geography in developed countries of the world is on the formation of skills and competences in students. The education of geography in these states is more devoted to the study of problems in science, various theories and laws, categories.

Therefore, depending on the geographic content of Science, the course, subject, Department and course specific educational goals, methods are chosen. The task of the teacher is to take measures to eliminate them on the basis of the identified shortcomings in the educational results of the students, the formation of pedagogical skills. Because a large part of the teacher's success in teaching science depends on the activities of the teacher.

The main content of DTs in the teaching of science is based on the students' geographical ability on the subject "economic and social geography", the economic indicators, statistical data of the countries of the world, their potential, the study of international relations and the requirements for the formation of knowledge, skills, qualifications and competences in students.

As a result of the goal, new innovative technologies were developed in the teaching of science. The technologies created are aimed at

educating and educating students 'interest in the individual components, including geographic education, improving the students' geographic culture, demonstrating the practical importance of the geographic materials being studied, the need for education kuchaytirishga-based indicators are aimed at comprehensively shaping the student's personality, as a result of which the students develop the components of demonstrating their knowledge.

At the same time, monitoring and analysis of the global economic and social processes of students will increase their activity in the course of the lesson on the basis of the statement of their independent opinion. Below is a mechanism for teaching students the subject "economic and social geography" (Table 1).

In the development of skills in the subject of "economic and social geography", first of all, local and foreign experience in teaching science is studied. From the learned experiences are adapted in the organization of the lesson.

In teaching science, first of all, forms of lessons are selected. On the basis of forms, the methods of teaching are adapted to the subject. Selected methods

Table 1 The mechanism of formation of skills in the subject of economic and social geography in students.

Formation of students' skills in economic and social geography		
Meaning		
1.	Experiments (domestic and foreign)	Observing the economic, social and political processes in the world, studying the theories and hypotheses created in science
2.	Forms	Conversation, question-answer, Gossip, meeting, seminar
3.	Effective techniques	Explanation, story, cartographic, question-answer, discussion, test
4.	Effective tools	Internet data, encyclopedias, additional literature, multimedia, pictures of different countries, state symbols
5.	Technologies	Interactive organizers, discussion, testing

6.	Knowledge, skills, boosts	Independent study-study, preparation of abstracts, work with contour cards, internet data, monitoring and analysis of world political processes
7.	Factors of qualification	Domestic and foreign experiments, economic and social processes of the world
8.	Practical and methodical recommendations	Popularization of local and foreign experiences, Organization of "geographic trainings", Organization of modern geographers "exhibition, Organization of" my favorite state" competition

On the basis of visual and instructive, distributed materials are prepared and used. In the implementation of the above is carried out in accordance with the 5 pedagogical requirements set for the lesson.

They are as follows:

- Didactic;
- Technical;
- Psychological;
- Hygienic;
- It consists of moral requirements.

Factors affecting the formation of knowledge, skills, qualifications and competences in science are studied in students. In the process of the study, practical and methodological recommendations were developed that give the expected result[3].

Thus, certain aspects of the problem of the formation of knowledge, skills in the subject of "economic and social geography" in students have been studied as an independent direction in the distant and near foreign countries.

A number of technologies that are effective in teaching the subject of "economic and social geography" have been improved in the students and are given below as an example:

The content of the "cheerful map" technology, professional component includes lessons designed to assess the students' geographic capabilities, including oral descriptions, internet simulators, online tests, trainings,

innovative techniques and advanced difficulty analysis courses.

In strengthening the theme " political map of the world for all types of evaluation of students ' geographic knowledge, various technologies, methods and methods of evaluation are used. Methods of comparison, synthesis, analysis are widely used during the observation of students ' learning outcomes.

It is also important to use the "cheerful map" technology in strengthening the theme. In the application of technology, after the teacher groups the students, one side of the card is given a distribution with a picture of a pumpkin and a watermelon. On the back of the card with a picture of the melon in the deployments selected by the groups, it will be necessary to identify the states that are parallelly located on the political map of the world, and on the back of the card with a picture of the watermelon, and on the political map of the world it will be necessary to For example,

- 1.Great Britain
2. Germany
3. Poland
4. Belarus
- 5.Russia



1-picture. Countries that are parallelly located in the European region.

1. Norway
2. Denmark
3. Germany
4. Belgium
5. Italy



2-picture. Countries that are meridially located in the European region.

As a result of the application of this technology, students develop the ability to show, interpret them, along with determining the location of states on the political map of the world. Bunda students independently master the location of states on the political map. hey perform these tasks independently, taking into account their mental development, interest, needs, abilities, level of knowledge acquisition.

Based on the goal, innovative technologies were developed in the teaching of science. Developed technologies are aimed at the individual qualities of students. Their interest in geographic education, acquisition of knowledge is aimed at improving the students ' geographic culture, demonstrating the practical importance of the geographic materials under study, the need for education kuchaytirishga based values are aimed at comprehensively shaping the student's personality. As a result, students develop their skills to manifest themselves.

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