TECHNOLOGIES OF WORKING WITH DIGITAL INDICATORS IN ECONOMIC AND SOCIAL GEOGRAPHY

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Annotation. This article deals with the current issues of teaching economic and social geography. The role of economic and social geography among other disciplines. Economic indicators, peculiarities of working with numbers and innovative methods of working with numbers are covered in teaching science.

Keywords: economic and social geography, technology, production, numerical index, formula, diagram, table, graph, percentage, length, area, absolute unit, quantitative value.

The rapid development of modern science, technology and industry in the country requires the revision of the requirements for education, training, the introduction of the latest methods and tools of teaching, It requires the improvement of education ”[2]. As the President of our country Sh.M.Mirziyoyev noted, "It is important for us to bring up our children as independent-minded, modern people with modern knowledge and skills, with a strong life position, truly patriotic people" [1]. It should be noted that today the success of the reforms, the worthy place of our country among the developed, modern countries of the world is inextricably linked with the development of science and education, in this regard, our ability to compete in the world. liq ”[1]. Taking these ideas as a fact, intellectual resources are emerging worldwide today as a key geopolitical factor in ensuring the quality of education [4]. At the same time, the education of young people with intellectual potential is of great importance in the education of our republic. Not only sound education but his alertness and dedication too are most required.

The science of economic and social geography focuses on revealing the main problems of macroeconomic development of the world at the turn of the XX and XXI centuries, ways to solve these problems, the experience of macroeconomic regulation in different countries. The countries of the world are also described, as well as countries with market economies, developing and transition economies [3]. From the second half of the twentieth century, the social direction of economic geography, that is, social geography, which studies the factor of population and labor force and the organization of its activities, began to take shape. As a result, economic geography has acquired the status of economic and social geography, which is a complex study of the territorial organization of social production, and its object of study has been further d eepened.

The science of economic and social geography, along with other sciences, has a place and prestige, as well as scientific and practical significance. It examines what regions do, their economic capacity and specialization, and the geographical differences in people's social lives. Another unique feature of this science is that it requires an expert to be both a geographer and an economist, studying,

evaluating and predicting everything through the region, from the point of view of the region [5]. While acknowledging this feature, it should be noted that along with the development of the subject of "Economic Geography", it is important to conduct geography education in accordance with modern requirements.

To this end, we have focused on the problems associated with the acquisition of economic and social geography by students, the growing importance of geographical knowledge in preparing them for professional activities. Economic geography is rapidly penetrating various areas of our daily lives. The importance of this science is that it is becoming more and more important in connection with the development of science and technology. From a professional point of view, students are required to have a broad outlook, logical thinking, geographical understanding, the ability to work with economic indicators, digital materials and apply them in their professional field.

When working with digital materials, the educator's task is to understand the language of numbers, to work with numbers, to give numbers for proof, to argue, to use them as illustrations of certain rules. You don't have to memorize all the numbers, just the basic, basic numeric indicators. But you have to do a certain job with any indicator. It is necessary to teach to understand digital indicators, to explain how to get them, to choose the necessary indicators, to compare numbers, to draw conclusions, to generalize, to form theoretical knowledge while analyzing data. When working with digital indicators, it is advisable to pay attention to the units of measurement.

Numerical indicators in the field of economic and social geography are represented by absolute t (km, kWh) and relative values (percentages, percentages). The latter describes objects, events most accurately, and is better remembered than absolute values. It is easier to remember the proportions of cities and villages in percentages (71%: 29%) than in absolute units (38 million km2: 18 million km2). Relative numbers tend to change.

Economic and social geography includes the following groups of digital indicators:

- single numbers (unclassified indicators) - mainly in the absolute sense;

-group numbers - statistical tables; graphic, visually expressed digital indicators — graphs, diagrams, cartograms, cartodiagrams.

Each group of digital indicators has its own characteristics of working with them, its own method of study.

Since economic and social geography consists of numbers and indicators, the strategic method is also important for it. In this method, tables and graphs, diagrams, various indicators (index, coefficient, present, promille, etc.) and grouping methods are used [6.].

There are different ways to work with numbers that are not grouped.

Acceptance of digital parts. To do this, the teacher distinguishes the most important, frequently used, most typical numerical indicators in the learning process. The choice of such indicators is determined by the importance of the object, the specificity of the figure and its ease of memorization. These include: length of roads, country, area of cities, length of the largest metropolis, average GDP or national income of the most developed countries, population, area of the largest country, figures for their countries , some statistics (production of electricity, cast iron, steel, etc.). These numbers are a broad criterion for other numbers. They really need to be imagined, for which students need to know the units of measurement. The importance of other objects relative to digital symbols is determined by

the ratio of new numbers to previously known ones. Numerical characters to keep in mind. It is especially important to know the local Digital Indicators, which will allow you to more accurately reflect unknown objects and events as a result of the comparison.

Acceptance of quantitative values. Digital indicators are divided into 4 major groups: small, medium, large, and very large. Thus, it is possible to implement a typology of numbers based on the area, population, economic development, length of transport routes, etc., which allows you to organize the objects and events under study.

Comparing numbers is one of the main ways to work with digital material. Only by comparing numbers can the size and order of objects be determined. It is especially useful to compare numbers where one is known and the other is new. The comparison identifies such aspects and features of objects and events that are often overlooked.

Rounding of indicators makes it easier to work with numbers, to memorize them faster. However, rounding deprives the number of originality and uniqueness. Therefore, the most important indicators are memorized without rounding.

It is very difficult for students to imagine thousands, millions of lines and square kilometers, billions of people, i.e. very large numbers, but students need to understand and implement these values. To do this, you need to translate the numbers into everyday language, compare them with everyday events.

Graphs clearly show the dynamics of objects, their change over time, showing the dependence of one quantitative value on another. This cannot always be observed. nature. Diagrams represent the proportions of parts as a whole, giving an idea of the structure of the object. The teacher explains the purpose of graphs, diagrams, the order in which they are read. Drawing graphs and diagrams is taught in math classes. Non-complex graphs and diagrams for geography have also been created. However, the main task in teaching geography is to study the analysis of graphs and diagrams, to obtain the necessary scientific information from them, to draw conclusions, to substantiate them.

The order of reading the numerical indicators represented by the graph is as follows: the name of the graph, the diagram, what is depicted (if the graph is what is shown vertically and horizontally, if the diagram is what the ratio is) measuring, reading, comparing and summarizing indicators, the basis for the conclusion. By reading graphs and diagrams, the teacher develops a system of questions and assignments, organizes a heuristic conversation, as a result of which students gain new knowledge. It is easier to use graphics and diagrams as illustrations for the story in the teacher's explanation.

Upon acquaintance with the first graph (diagram), students are given a study plan. The teacher describes a sample analysis for this plan. Then the work on the analysis of graphs, diagrams is carried out frontally with the whole audience under the guidance of the teacher. Once students have learned to analyze graphs, diagrams, and drawings, they may be allowed to do similar work.

Most tables have multiple numeric indicators for the same group of objects. They are very easy to see and conclude. It is more difficult to analyze tables than graphs and diagrams. You need to spend more time analyzing them. The tables also have their own order of analysis:

- read the name of the table (what about, what is shown);

-name of columns and lines, units of measurement (in some tables the numerical indicators are given in rows, in others - in columns);

- read digital indicators in rows (columns);

- comparison of read numerical indicators on lines (columns);

- conclusion, basis or explanation for the conclusion.

The order of study will be written by students in workbooks. First, students learn to read the tables, then they do the work themselves.

Textbooks and manuals should be taught to create tables based on text, maps and other sources. Tables are convenient for systematizing the material being studied.

Based on the textbook, maps, illustrations, comparative characteristics of objects and events are created.

For example:

1. Determine the share of the world's leading countries in gas production (billion m3) on the basis of figures in the given form

590	720	200	98
87	72	50	60
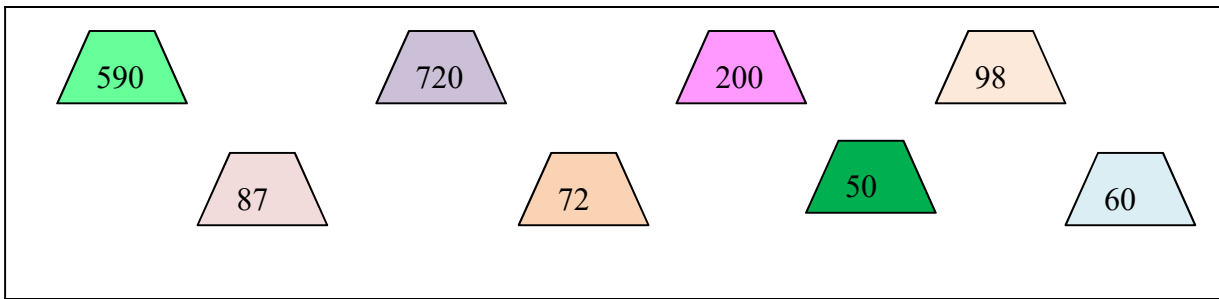
Answer: Russia 720 billion m3 USA 590 billion m3 Canada 200 billion m3
  United Kingdom 98 billion m3 Indonesia 87 billion m3 Netherlands 72 billion m3 Uzbekistan 60 billion m3 Turkmenistan 50 billion m3

2. Is it possible to build a plant with a capacity of 500,000 tons of aluminum on the basis of a power plant with a capacity of 1 billion kWh per year?

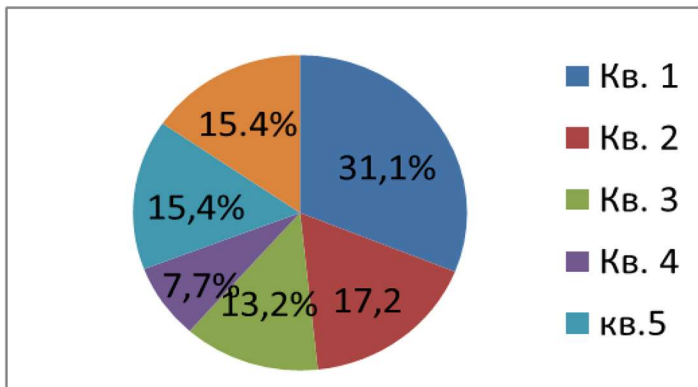Note: 1 ton of aluminum requires 20,000 kWh of electricity.

Solution:

1 t- 20,000 kW / h

500,000 tons- x

This means that it is impossible to build an aluminum plant on the basis of a 1 billion kWh power plant, as the plant's capacity is 10 times greater than the amount of energy [7].

3. Determine the share (%) of countries that have a special place in world wheat exports.

1	Canada
2	United States
3	YI
4	Other countries
5	Argentina
6	Australia

Javob:

15,4	Canada
31,1	United States
17,2	YI
13,2	Other countries
7,7	Argentina
15,	Australia

In conclusion, the collection of comparative characteristics helps to develop logical thinking, analysis and synthesis, the ability to find and select materials, find the main point and identify the causes that identify similarities and differences. Methods of working with the educational text, as well as graphic representation of the text (creation of structure and classification schemes, tables and other graphics), design of educational material in the form of abstracts, essays, independent study of educational material. Based on the available information and additional literature, students prepare geographical information, reports, theses, and lectures.

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