CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 05 Pages: 86-93
SJIF IMPACT FACTOR (2022: 6. 013) (2023: 7. 266) (2024: 8.125)
OCLC – 1242041055
Publisher: Master Journals

Journal Website: https://masterjournals.com/index.php/crjp

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Research Article

USE OF INTERACTIVE EDUCATIONAL TECHNOLOGIES IN TEACHING "GENERAL EARTH KNOWLEDGE"

Submission Date: May 21, 2024, **Accepted Date:** May 26, 2024,
Published Date: May 31, 2024
Crossref doi: https://doi.org/10.37547/pedagogics-crjp-05-05-16

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ABSTRACT

If interactive educational methods of teaching "General Earth Knowledge" are considered to be a process of rapid, active, exchange of information between the pedagogue and students in educational activities, with the help of predetermined goals, then their appropriate use is taught. creates an opportunity to further strengthen cooperation, activity, as well as interaction between students in each subject of educational processes. The organization of the teaching process of "General Earth Knowledge" on the basis of interactive educational methods shows the validity of several conclusions.

KEYWORDS

Scientificity, systematicity, fundamentality, consistency, demonstrability, coherence of education and upbringing, consciousness, unity of theory and practice, efficiency, comprehensibility, logical sequence, coherence, differentiation and individualization, harmonization of individual and group teaching.

INTRODUCTION

The meaning of interactive teaching methods is that it involves all students in the learning process and active learning of educational information. These processes can be effectively implemented through interactive educational technologies. It will create the following opportunities for students:

brings the educational process to a higher aesthetic and emotional level;

provides differentiation;

significantly increases the amount of work done in the lesson;

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improves assessment and control of knowledge level;

increases the effectiveness of the lesson.

R.Ishmuhamedov, A.Abdukadirov, A.Pardaev stated that the qualification of the teacher of the educational institution should have two sides covered by special and pedagogical subjects, and he always asks: "Why should we teach?" "How to teach?" find answers to the questions, should be based on knowledge that takes into account the characteristics of education.

At the same time, organizing the subject of "General Earth Knowledge" on the basis of interactive educational technologies, creating an interactive process creates a great opportunity for students to master educational materials perfectly and thoroughly.

If interactive educational methods are considered to be a process of rapid, active, exchange of information between the pedagogue and students in educational activities, their appropriate use is in every subject of educational processes creates an opportunity to further strengthen cooperation, activity, as well as interaction between students.

The organization of the teaching process of "General Earth Knowledge" on the basis of interactive educational methods shows the validity of several conclusions:

- allows students to thoroughly acquire the information and materials that must be mastered in the subject of "General Earth Science" and to approach them based on their personal experience, the required knowledge, skills and abilities are sufficiently mastered ;

- in these processes, if the teacher uses educational methods and tools effectively and appropriately, they master this subject very well;

- the teacher can correctly choose the effective forms, means and methods of acquiring knowledge based on the student's existing capabilities, and also take into account the ideas and opinions expressed by the students, even if they do not correspond to their own views students master the subject thoroughly.

Therefore, the establishment of an interactive educational process in the teaching of "General Earth Knowledge" is a help for students to evaluate their own knowledge, skills and competences, to identify achievements and shortcomings, denying the dominance of the teacher will give.

The advantages of introducing an interactive educational process in the teaching of earth science "General earth knowledge" are as follows:

- students freely express their personal opinions on the geographical crust, the earth, its internal structure, the universe and similar topics;

- to protect students' own views;

-to be able to listen to the opinions of peers, to summarize them, to be able to distinguish the most alternative and closest to the truth from the opinions expressed, and to develop the ability to draw conclusions;

When it comes to improving the methodology of direct science teaching, it is necessary to pay special attention to the issue of forming students' experience of creative activity.

Experiences related to the problem of formation of students' individual creative activity experience help to clearly define the essence, structure and levels of the problem, which is also present in the methodology of teaching geography. Russian scientist P.A. Orzhekovsky studied the problem of development of creative activity of students in the educational system and emphasized the need to form the experience of

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creative activity in students taking into account not only processual (i.e. at the level of skills), but also personal and reflexive components founded. So, it is known from the comparative analysis of different approaches to the problem of student's creative activity in geography education, that it allows to consider it as a complex structure, derivative, consisting of process (skills), personal and reflexive components.

Therefore, the main goal of the educational activities organized in our country is not only to equip students with knowledge, but to educate them to become mature and competent owners of their profession in the future. In this regard, in the fourth priority direction of the President's Development Strategy of New Uzbekistan for 2022-2026 called "Conducting a fair social policy, developing human capital", creating an opportunity for every citizen to study for a specific profession at the expense of the state, the scope of vocational training has been doubled, and a total of 1 million unemployed citizens have been assigned the task of vocational training.

Below we present examples of interactive methods that serve to improve the methodology of teaching "General Earth Knowledge".

1. Classification table - this method is mainly an interactive educational method that shows the special features of the subject and the importance of student's interactions. The application of the method ensures the summarization of the information obtained on the basis of evidence and conclusions. Positive opportunities are created, such as ensuring the sequence of thoughts, systematization, bringing information into a single structure. In this process, learners perform the following tasks in sequence:

a) get acquainted with the rule of creating a categorical review.

b) after familiarizing themselves with the educational material, they look for categories that allow combining the pieces of information obtained in small groups.

c) formalize the categories in the form of a table.

s) categorize ideas and information.

Some names of categories can be changed during the training. Below is a sample example of using this interactive method in teaching "General Earth Knowledge".

Learners fill in this table by identifying their specific features on the subjects of "General Earth Knowledge" (see Table 1.1).

Table 1.1

HISTORY OF THE DEVELOPMENT OF GENERAL EARTH KNOWLEDGE			
Ancient or Antiquity stage	**Stage of the Middle Ages**	**Stage of great geographical discoveries**	**The stage of scientific geographical works (XVII-XIX centuries).**

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- World map was made by Homer in XII century BC; - Aristotle proved the sphericity of the Earth and the existence of hot regions on the Earth in the 4th century BC. The world map has been created. The world map compiled by Aristotle depicts the northern part of Africa, Asia and Europe. India in Asia, Amudarya and Syrdarya, Caspian Sea, Italy in Europe, Macedonia, inland (Mediterranean) sea, Iberia and other places are described; - Erosthenes determined the dimensions of the Earth in the 3rd century BC. - At the beginning of our era (II century), Ptolemy invented the creation of maps using a level grid.	- Muhammad Ibn Musa Al Khorazmi wrote a book called "Surat-al-Arz" in the 9th century. - He deeply studied a number of sciences of Beruni's time: geography, geodesy, geology, astronomy, physics, mathematics, mineralogy, history. - Abu Ali ibn Sina revealed the role and importance of internal and external forces in the formation of relief. - Zahiriddin Muhammad Babur made a great contribution to the development of regional geography with his work "Boburnoma". - Mahmud Kashgari gave information about a lot of geographical terms and concepts in	- In 1492, the American continent was discovered by Christopher Columbus. - In 1498, the Portuguese expedition led by Vasco da Gama circumnavigated Africa and opened a sea route from Europe to India. - In 1519-1521, the Spanish expedition headed by Ferdinand Magellan made a round-the-world trip across the ocean. - 1605 Dutch traveler Janszon discovered the Australian mainland. A. Tasman (1641-1643y) traveled all over the continent.	- The issues of general earth knowledge were considered in the work "Lectures on Natural Geography" by the German scientist I. Kant (1724-1804). - The development of the earth's surface relief was considered. In the works of M.V. Lomonosov (1722-1764) the issues of "General Earth Knowledge"

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	the work "Devoni Lug'ati Turk".		were also considered. - In the first half of the 19th century, large research expeditions and national geographical societies began to be organized. - In 1821, the Antarctic continent was discovered by the expedition led by F.F. Bellinshausen and M.P. Lazarev.

2. "Problem" technology - to teach students to quickly, easily and correctly find solutions to various problematic situations or problematic issues, based on the subjects of science, to develop skills and abilities to determine the true nature of the problem in them, it is recommended to introduce some methods of solving an existing problem and to teach to choose the appropriate methods for solving a problem, to correctly identify the causes of the problem and the actions to be taken to solve it (see table 2.2).

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In the example of the World Ocean theme

Table 1.2

The type of problem	Causes of the problem	Ways to solve the problem and your actions
Pollution of the world's ocean waters and its consequences	The area of the world ocean is 361 mln. km2. The world's oceans make up 96.5% of hydrosphere waters. They cover 70.8% of the Earth's surface. The world's oceans have a huge biological resource. Their abundance depends on keeping the water clean. But in the recent period, a large number of shipwrecks, discharge of urban waste into sea waters and explosion of bombs in the water, increase in the amount of radioactive substances lead to depletion and poisoning of ocean biomass. Ocean water is heavily polluted by oil and chemical industry waste. Also, 9 million tons of burned oil and oil wastes are falling into the world's oceans from the atmosphere.	Over 10 million tons of oil and oil products are dumped into the world's oceans by ships that transport oil and related to it. 6,800 cubic meters of toxic chemicals are being discharged into the ocean water per day. Therefore, it is important to keep the ocean waters clean, which have a huge food, mineral and energy resource. For this, it is necessary not to throw harmful and toxic waste, oil products into the ocean and sea, stop testing atomic and hydrogen bombs, and put an end to sinking radioactive waste to the bottom of the ocean.

3. "Decision tree" strategy ("Decision-making technology") - a method of mastering complex topics in the science of "General Earth Science", coming to certain conclusions based on a comprehensive and thorough analysis of certain issues, expressing a

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specific problem is a method aimed at finding the most correct one among several conclusions (see Table 2.3).

On the example of the topic of surface water protection

Table 1.3

PROBLEM: Improper use of surface water		
IDEA 1	**IDEA 2**	**IDEA 3**
- prevention of drying up of lakes due to human economic activities.	- Protection of rivers, lakes and ponds from toxic waste water from industrial enterprises and oil spills.	- Establishment of planned use of mountain glaciers and cover glaciers in the national economy.
DECISION: Humanity should act exemplary in the wise and economical use of surface waters, resources in the world's water bodies, their protection, restoration and improvement of ecological conditions.		

The effectiveness of the educational system depends on the quality of the teaching of subjects, mutual integration between subjects, raising the consciousness and thinking of students who are the "object and subject of continuous education", and the educational process aimed at perfection depending on the organization. Based on this, today's young people should be trained to develop feelings of loyalty to the Motherland, respect for the heritage of their ancestors, national pride, enrich their worldview, develop them in the spirit of national and universal values, and be able to respond to the intellectual and spiritual competition of the present time education of highly qualified specialists capable of making independent decisions remains one of the important tasks facing not only humanities and socio-economic sciences taught in the higher education system, but also natural sciences.

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