



Definition of Certain Methods and their Application in Geography Subjects

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Abstract:

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. Forming certain activity skills and competencies based on the delivery of specific theoretical knowledge to students in a short time, monitoring their activities, evaluating the level of theoretical and practical knowledge acquired by them requires high pedagogical skills and a new approach to the educational process.

Keywords: " " method, competence, "Boomerang" method, "fifth plus" method.

1. SWOT analysis method

SWOT analysis is a strategic planning method, which consists in determining the factors of the organization's internal and external environment and dividing them into four categories:

S forces (forces),

Weaknesses (weaknesses),

About opportunities (opportunities),

Analysis (analysis).



1. Technology is explained to students
2. Divided into small groups
3. The groups are given 1 or different questions.
4. The time is set (7-10 minutes)
5. Tasks are performed in small groups
6. 1 student from each group will inform the teams of their solutions
7. It will be discussed
8. The best result will be announced

For example, the topic of **population increase in Uzbekistan**

Strengths:

1. The number of Uzbeks in the world will increase.
2. The existence of the nation increases....

Weaknesses

1. Population growth may cause demographic pressure in Uzbekistan in the coming years
2. It causes an increase in unemployment

Features:

The influence of the state in the international arena will increase

Threatening actions

Population growth in Uzbekistan leads to housing problems , reduction of land, increased pressure on communal services and several other aspects.

2. Boomerang method

During the lesson, they master the materials distributed to the audience individually and in groups, and control the level of mastery of the materials distributed to the audience and the texts in them through mutual conversation and discussion. to create an opportunity.

1 – STAGE.

The teacher gives each group and each of its members a separate clear written handout for independent learning, thinking and memorization (in the handout) a general topic chosen by the teacher, any general topic given the volume of text, the number of which depends on the number of groups and listeners. If there are 4 sub-groups, then the general topic is divided into 4 sub-texts and given to each group; In order for the activity to be effective, each group is assigned a text to each listener. Thus, 4 groups have 4 different texts based on the common topic group, and each listener has a text that falls into his group .

2 – STAGE.

The teacher teaches that the members of the group should study the text given to the groups individually, remember it verbatim, and then, if necessary, tell it to others or to the teacher or the teacher, to learn the text as much as possible, and gives 10-15 minutes for preparation, depending on the size of the text. He himself monitors the well-being of the group and the audience.

3 – STAGE.-

The teacher comes to each group with small pieces of paper with pre-prepared numbers and asks the group members to draw one number from these pieces of paper (the number of pieces of paper depends on the number of students in the group, for example, 5 in the group if there is one person, the numbers on the paper are prepared as 1,2,3,4,5, if there are 4, from 1 to 4, etc.) all listeners in the groups are drawn from the paper with numbers should get There are as many groups as there are numbers depending on the number of group members written paper. As many groups as there are group members

Papers with numbers are prepared depending on the number . the teacher asks the students to form new groups according to the numbers. For example, everyone who received the number 1 asks to form a new group, 2 numbers to form the second group, 3 numbers to form the third group, 4 numbers to form the fourth group, and 5 numbers to form the fifth group. Group members take the texts they have learned with them when they move to a new group.

4 – STAGE

by numbers , one representative from the previous groups is collected in each new group, if 4 groups and 4 texts are studied, one representative from each group is collected in this new group, the general theme 4 listeners and 4 different texts are collected.

5 – STAGE.

Each member of the newly formed group now takes on 2 tasks, i.e. teacher and student, and acts as follows:

As a teacher (instructor), he tells and explains the material he has learned before, draws everyone's attention to the main points of the material he has learned independently, and checks the understanding and mastering abilities of other group members. . As a student, he listens, analyzes, thinks, and tries to remember the texts that the group members take turns to explain, explain, and speak . The teacher teaches them that they should only speak their texts and gives them 20 minutes to do this (time is allocated depending on the size of the text and the difficulty or ease of the general topic). At this stage, all the material distributed at the beginning of the lesson is considered to be mastered by the students.

6 – STAGE.

After the members of the group have spoken their texts to each other, and after everyone has learned these texts, the teacher checks how much the learned material has been mastered by the members of the group, so each member of the group turns to each other. z explains that they can ask

questions based on the texts. In this way, internal control within the group is carried out through question and answer. This helps to determine and strengthen the level of mastery of the materials that the listeners in the group asked each other.

7 – STAGE.

The teacher asks all the listeners to return to their previous places, i.e. they all return to their groups at the beginning of the lesson .

8 – STAGE

says that he can ask any student in the audience for the material he wants, taking into account that all the listeners in the audience are familiar with the written materials that have been distributed to everyone, and that they have complete information about them.

9 – STAGE.

It is explained to the listeners that the answers to the control questions given by the teacher-teacher, or a special group, or an opponent group will be evaluated by means of rating points in order to determine the level of the distributed material, for example, the answers to the questions - if there is a complete answer - If 3 points are added - 2 points - if a bite is thrown from the sitting place - 1 point, if there is no answer - 0 points will be assigned. In the grading system, it is possible to assign 5 grades for a complete answer , 4 grades for an addition, 3 grades for a bite, 2 grades for non-answer, and 1 grade for non-participation. In order to evaluate the answers of the group members in the above-mentioned order and summarize the scores, each group can appoint one of the group participants as a "accountant" (the "accountant" also participates in the discussion of questions and answers in the circle).

10 – STAGE.

At this stage, the teacher addresses the students with questions (5-6) based on the handouts (it is better if the questions relate to all texts as much as possible , and the teacher includes all the students in the audience to answer tries to get). After answering the questions to the assigned questions, the teacher writes the points collected by the groups on the board and moves on to the next stage of the exercise.

11 – STAGE.

The teacher-trainer guides each group based on the content of their written materials

He tells them that they should prepare one question each, and a question to the groups it takes 5-7 minutes to make them .

12- STAGE.

At this stage, the groups ask each other questions, and the "calculators" in the groups evaluate the answers of the group members in the order specified above. If the answers are correct , the group that asked the question does not fill in the answer.

13- STAGE.

the case of students' dissatisfaction with the teacher-teaching group members , that is, some group members actively participate in the group's activities and are passive in the general collective activity. or if they did not participate at all, were not interested, in such a case, the group members are charged with solving the situation. The solution of the group is considered correct , or the teacher-trainer can express his opinion, because in the process of udars, the answers of the students-students are monitored actively or passively. In general, if the student-student did not show activity, or the question even if he did not participate in the answers , he can be given the smallest score, taking into account that he learned something in the course of the lesson, memorized it. This will

motivate the student to be more active in the lessons of this representative later . If a situation like the one above arises, each teacher can solve it by himself or throw it to the team, depending on the situation and activity.

Sometimes a group's "counters" may make inaccuracies or add ups in scoring, resulting in some groups' total scores being very different from those of other groups. The teacher mentions that the correct assessment of students depends on the "calculators" they choose. If the total accumulated points, when distributed among the group members, exceed the maximum points set for this exercise, then the necessary points for this exercise can be deducted, and the excess can be transferred to the next exercise or the final control.

14 – STAGE.

After each student is scored (each student is evaluated), the teacher ends the session. He evaluates the activity of the students, expresses his opinion on the given answers and addresses them with the following questions:

- ✓ what did you learn from today's training?
- ✓ what did you learn?
- ✓ what was new for you?
- ✓ **what** else would you like to know?

15 – STAGE.

The teacher listens carefully to the answers of the students, thanks them and ends the lesson.

3. The fifth is the plus method

This method is especially important for students to acquire logical thinking skills . When using it, the following actions are performed:

Forming a system of concepts that serves to reveal the essence of the subject being studied;

to achieve the placement of four (five, six, ...) and one unrelated concept from the resulting system ;

students the task of identifying a concept that is not related to the topic and remove it from the system;

encourage students to comment on the essence of their actions (in order to strengthen the topic, students should be asked to comment on the concepts preserved in the system and justify the logical connection between them).

requires students to think analytically about the studied topic (or section , chapter), as well as to be able to express the most important basic concepts.

When applying the method, the following actions are organized:

the teacher creates a system of basic concepts related to the topic (section, chapter) and not related in equal proportion;

students identify the main concepts related to the topic (section, chapter) and not related to the topic and remove the main concepts that are not relevant from the system;

students explain the nature of their actions.

The method can be used in individual, group and public form to ensure thorough mastering of the subject by students and to determine their knowledge.

Let's see in practice:

African subregions

Concepts	Correct answer
Tunisia, Libya, Morocco, Egypt, Ethiopia	Ethiopia
Egypt, JAR, Libya, Algeria, MAR	MAR
Comoros, Seychelles, Réunion, Mauritius, Malawi	Malawi
Liberia, Senegal, Togo, Benin, Djibouti	Djibouti

Summary by doing so to speak interactive method education - upbringing quality improve efficiency increase, Teacher (pedagogue) and education receiver (Student, student), student (student) and Pupils group as well as team in the middle between cooperation decision finding , idea and spiritual to unity reach, single purpose towards desire one education recipient (student, student). internal opportunities to ruyob extract, person as manifestation to be for necessary condition - conditions as well atmosphere in creating big to opportunities have Although interactive methods provide a certain level of effectiveness in the implementation of educational or educational goals, each of them has different opportunities to ensure productivity in the educational or educational process. For this reason, it is appropriate for teachers (pedagogues) to pay attention to the subject, problem or problem to be solved when choosing an interactive method.

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