

## **GEOGRAPHY EDUCATION IN THE MODERN WORLD**

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Tuproqqala tumani 2-son umumiy o'rtta ta'lim  
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*Annotation:* This article discusses the importance of the science of geography in the modern world. Another problem is that modern students have become much smarter and accordingly are rapidly learning subjects that will be useful not only in life but also when entering universities. Geography is not such a science. For some reason, the science that should form the basis of economic and geographical specialties in higher education is completely ignored by them. Although, in my opinion, a manager needs more geography than social sciences. Even when applied, we see the same social science, not geography, in the profile specialization of the pedagogical university.

*Keywords:* geographical discoveries, methods, modern lesson

Why study geography? This question immediately reminds me of an episode with the geography of Fonficin's comedy "Little". I recommend seeing it. Prostakova was right when she talked about "a taxi driver who takes you to the place you ordered"? There are specially trained people who will take me to the right place, a mass of maps, including digital, colour guides, GPS receivers, travel agencies, and an unlimited collection of geographic videos. And finally, the Internet! And modern school students ask themselves the question: why study geography? In a wide range of educational disciplines, geography is given little space in the core curriculum. For example, in the sixth grade, only one hour per week (excluding the regional component). In the

seventh, eighth, and ninth grades - two hours per week, in the tenth and eleventh grades - one hour per week, if the class is general education. And if the class has a specific profile, geography may not be taught at all. For all parallels, there were 9-10 hours left instead of 17-20. The regional component is almost gone, with children paying less attention to exploring their small homeland.

Another problem is that modern students have become much smarter and accordingly are rapidly learning subjects that will be useful not only in life but also when entering universities. Geography is not such a science. For some reason, the science that should form the basis of economic and geographical specialties in higher education is completely ignored by them. Although, in my opinion, a manager needs more geography than social sciences. Even when applied, we see the same social science, not geography, in the profile specialization of the pedagogical university. Admittedly, it's hard to imagine a qualified international relations specialist or tourism manager who doesn't have a deep knowledge of geography. Currently, the field of knowledge, such as geography, exists in Russian classical universities (24 faculties) and pedagogical universities (41 faculties). Large universities and academies are separate faculties that train bachelors, specialists, and masters in their narrow fields. The importance of school geography lies in its uniqueness. The school theme is an ideological character that forms in students a complex, systematic, and socially-oriented view of the Earth as a human planet. It is also the only subject that introduces them to the regional approach as a special method of scientific knowledge. The importance of geographical knowledge in the formation of the individual allows for forming the general purpose of geographical education. Thus, students have a complete system of geographical knowledge and skills, and the ability to apply them in life, in different situations, i.e. demonstrate skills. What competencies can be formed in geography lessons? - Valuable and semantic competencies shape attitudes to life, and correctly defined value orientations. - General cultural competencies are formed in the study of ethnic groups, family and social values, traditions, and lifestyles.

different nationalities ... - educational and cognitive competencies are formed in the lesson, and extracurricular activities When a student learns about the world around him during excursions, he learns to distinguish facts from assumptions and uses statistics. - Information competencies imply mastery of modern means of information and information technology ... For example, create a presentation for a lesson or extracurricular activity, showing and analyzing images of areas studied from space. - Communicative competencies are formed in the process of communication, including knowledge of how to interact with others, teamwork skills, and different social roles. After all the empty spots disappeared from the map of the earth, the main task of geographers was to study the laws of the development of nature and human society. And new amazing discoveries are possible in geography today. Geography studies the objects, processes, and events that exist on Earth. Geographical objects are very diverse and can be divided into natural (mountains and plains, seas and rivers) and artificial (cities and factories, power plants, and irrigation canals). The role of geographical phenomena and events (changes in time) that take place around us every day in nature and human life is also great. Many geographical events are catastrophic: volcanoes and earthquakes, thunderstorms, and more. Geographers describe their origin and destructive power. The most important subject of geography is the process of interaction between man and nature. After all, every year man changes more and more natural objects, mining, deforestation, waste pollution and so on.

In Uzbekistan G. Y. Glazirin, V. G. Konovalov, V. F. Suslov, A. S.Shchetinnikov, V. Nozdryukhin, A. A. Kreiter, M. A. Nosirov, A. Akbarov developed by glaciologists. Among the scientists who studied the lakes of Central Asia were N. L. Korzhenevsky, L. A.Molchanov, N. G. Mallitskiy, A.M. Nikitin, et al. contributed. The main centers of hydrometeorological research in Uzbekistan are V.A.Bugayev Central Asian Regional Hydrometeorological Research Institute (Tashkent), National University of Uzbekistan, Sciences of Uzbekistan Academy of Geology and Geophysics and Water Problems institutions. Scientific and applied

hydrological research is mainly hydrometry, water erosion and study of river processes (A. R. Rasulov, T. Jo‘rayev, S. R. Saidova, M. Mirziyotov, F. Khikmatov), hydrochemistry (E. Chembarisov, K. Domlajonov), hydroecology (A. Nazarov, A. Abdurahmonov, 3. Sirliboyeva), history of hydro melioration (Sh. Yunusov, E. Jurabekov) and irrigation (A. Razzoqov), the study of water resources (Sh. Murodov, S. Karimov, U. Tursunov), glaciology (M. A. Nosirov, A. Akbarov), lake studies (O. Nuriddinov). Soil geography. 1920 at the University of Central Asia Soil scientist N. A. Dimo at the Institute of Soil Science and Geobotany soil cover is an integral part of geographical landscapes and mirrors, at the same time the basis of agricultural production and studied as a resource. On various problems of regional soil science A. M. Rasulov, A. Maksudov, H. Maksudov and A. Nematov, J. S. Sattorov and L. Tursunov conducted research. Geographical soil science in Uzbekistan developed on the basis of ecological and geochemical studies (O‘ Abdunazarov, H. Ma‘ sudov, L. Kamolov and others). The founders of the School of Biogeographic Research are zoologist D. N. Kashkarov and botanist Y. P. Korovin. Biogeographic research in Uzbekistan is currently one of the two main networks - both in the field of botanical geography and zoogeography formed. In the 1920 s and 1940 s, the region's flora and fauna were geographically ecologically studied (M. P. Popov, R. I. Abolin, Y. P. Korovin, P. A. Baranov, I. A. Raykova, M. M. Sovetkina, I. I. Granitov). Development of botanical geography in Uzbekistan and national scientific staff Academician. Zokirov and Uzbek Sciences Corresponding member of the Academy I. I. Granitov made a significant contribution. Plant geography, ecology and physiology since the 1950 s Uzbek botanists - M. M. Orifkhonova, P. K. Zokirov, Scientific works of M. Ahunov were published. Also botanical - geographical. K. Saidov, M. M. Nabiyeu, T. A. Odilov, O. H. to the development of scientific research. Hasanov, A. I. Usmonov, O‘ Prator, S. S. Soatovs also make a certain contribution added. Animal geography research in Uzbekistan was conducted by zoo ecologist D. N. Kashkarov and zoogeographer N. A. Bobrinsky. Uzbekistan further development of zoogeography T.

Zohidov, I. I. Kolesnikov, R. N. Meklenbursev, H. Solihboyev, G. S. Sultanov, V. P. Kostin, G. I. Ishunin. Economic and social geography. Economic and demographic in the republic research began in the 1920s. Economists and geographers G.N. Cherdansev, N.N. Kojanov, N. K. Yaroshevich, Yu. I. Poslavskiy, A. I. Golovin and b. Theoretical and practical problems of economic zoning, Medium Territorial location of Asian productive forces and elaboration issues, population and rural settlements in detail dealt with learning problems. In the 50s M. Akramov, K. N. Bedrinsev, K. I. Lapkin studied agriculture economic analysis. In the 50s and 60s, the regional productive forces of Uzbekistan placement, complex development, zoning and forecasting three main research areas - agricultural geography, population studies, conducting research in population geography and social geography went. Economic zoning and complex economic geographical research. Medium the economic zoning of Asia and Uzbekistan in the 40s The geographer V.M. Chetirkin, who lived in Tashkent, paid great attention. Later. These main thoughts and ideas were Z.M. Akramov, K. N. Bedrinsev, A. K. Bedrinsev, Developed in the creative research of I. K. Narzikulov et al. It is a large-scale study of the productive forces of the republic research 1950 s Academy of Sciences of Uzbekistan Manufacturer initiated by the Council for the Study of

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