

# TEACHING THE HISTORY OF THE GEOGRAPHY OF CENTRAL ASIA USING INTERACTIVE TECHNIQUES

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**Annotation:** Interaktiv method-it serves to activate the assimilation of students' knowledge, development of personal qualities by increasing the activity between students and the teacher in the educational process. The use of interactive techniques helps to increase the effectiveness of the lesson. The main criteria for Interaktiv education are: non-traditional discussion, the opportunity to freely describe and express the educational material, the lack of lectures, but the abundance of practical training, the creation of opportunities for initiative instruction for schoolchildren-young people, the assignment of small and large groups to work as a class team, the performance of written work and other similar techniques. In this article, we will talk about the possibilities of teaching the subject of the history of geography of Central Asia using interactive techniques.

**Keywords:** geography, interactive techniques, "Insert" - graphic organizer, "learn together – - interactive method," categorization-chart "- graphic organizer, " BBB " - graphic organizer.

**String-like vine branches**

The independence of our country has also undergone great changes in the field of education in recent periods. The priority tasks set forth in the "Law on Education", "National Program on personnel training" are to provide deep knowledge and education to the younger generation, to bring the perfect people to adulthood.

President of the Republic of Azerbaijan Ilham Aliyev showing that "the mind can educate intelligent, highly spiritual people, we can achieve the goals set before us, prosperity and progress in our country will be decided", Karimov himself deserves attention in the field of the rise of our society and the role of modern geography in its development, along with other areas of science.

The effective use of innovative technologies in the teaching of modern geography most primarily depends on the activity of the teacher, the level of theoretical knowledge, the ability to organize and the pedagogical skills.

Based on the requirements of today's education system, the objectives for the selection and conduct of innovative technologies in the appropriate round of geography lessons are distributed as follows:

- formation of interest-Muhabbat on the subject of geography of students and the nature of the country through which he lives,
- to occupy an important place in their in-depth study of theoretical knowledge, self-thinking and practical implementation of the learned knowledge;
- to help to master the light of the subject under study and to take on the tasks of similar importance in another.

The use of interactive techniques helps to increase the effectiveness of the lesson. The main criteria for interactive education in geography education are: non-traditional discussion, the opportunity to freely describe the educational material and express it, the lack of the number of lectures, but the abundance of practical lessons (working with maps), the creation of opportunities for initiative instruction

for schoolchildren-young people, the class team is divided into small and large groups, giving assignments for work.

Interactive methods in the performance of all the above tasks are of particular importance in increasing the effectiveness of work in the educational-educational direction.

The advantage of this new pedagogical theory has been tested by the time, and today it is proved that it is an important factor in improving the quality and effectiveness of the interactive lesson.

### **LITERATURE ANALYSIS AND METHODOLOGY**

The same term is used when we say that a bias in the usual education takes precedence not only in lecture classes, but also in seminar classes in the system of higher education, and in school education also takes precedence in practical lessons in this regard. According to him, in the role of “supplier” in school education is manifested not exactly the teacher, but the pupil. The student's attitude to science changes. The reader basically shows the knowledge he has mastered (by speaking the subject), and the teacher listens to his thoughts, and in the necessary places he also addresses questions. In a typical educational situation, a group (team) of students can become a completely passive participant, that is, a listener. In such education, at first glance, the adoption of information transmitted by the teacher creates the opportunity for the group (team) of students to master knowledge (as if they understand the subject) toys, in such a way that the knowledge (data) received by the teacher or the reader is very quickly forgotten, according to the opinion of the psychological researchers.

Contrary to the usual education opinions X.B.Nikadamboyeva, D.I.Rozieva, Z.A. In his book “geography of Central Asia” opportunities for teaching using interactive techniques (methodological guide), American psychologist scientists R. Karabazov Garnikau and F. According to Macelro's studies, the natural physiologic and psychological possibilities of the individual allow to maintain at different

levels the knowledge acquired in certain forms. That is, the person (pupil or student): 10 percent when reading the source himself, 20 percent when hearing information (information), 30 percent when seeing the event that occurred, xodisa or process that occurred, 50 percent when hearing information about them, 80 percent when sharing information (information) by itself (when speaking, demonstrating their knowledge), mastered knowledge (information), he wrote that 90 percent were able to keep in mind the volume of information when they applied it (information) to their activities (the knowledge they learned in theory introduced their information and skills into practice).

## **RESULTS**

Graphic organizers (organizers) in teaching the subject of the history of geography of Central Asia using interactive techniques – teaching using a visual presentation tool of thought processes plays an important role in the assimilation of the lesson in students and increasing their activity. I. "Insert" – grafik organayzeri yordamida bilimlarni o'zlashtirish.

The table "Insert" - provides systematization of the information received and heard during independent reading: confirmation, identification, deviation, observation of the information received. This helps to formulate the ability to link the data that the graphic organayzer has mastered in science.

In this organizer, the teacher provides students with a textbook (7th grade geography), additional literature (The Book of natural geography of Central Asia) and internet information (Wikipedia of Central Asia <https://uz.vikepediya.org> and 7th class geography study of Central Asia <https://aim.uz> they say that they should use their sites).

Students complete the following table in the learning processes by reading the new topic:

**Insert Table icons mean the following:**

"V" - corresponding to the information I know

"- "- contrary to the information I know

“+ – - new information for me

“?” – for me it is incomprehensible or it is necessary to determine the information, to fill in.

(For example, preliminary information about Central Asia can be found in the works of Herodotus, Strabo, Arrian, Ptolemy and others.)

V	+	-	?
√			
	√		
		√	

## II. "We learn together" - the interactive method.

In this method, the teacher forms different groups consisting of 3 – 5 people according to the text of the topic. It gives each group a part of the general graduate (for example, the first stage of the history of the Geographical Study of Central Asia, the second stage and the third stage). All groups on this will work separately. The teacher provides a base (expert sheet) to the groups. Groups will receive a certificate of completion of the assignment. Students unite into small groups. The teacher gives questions and assignments to the groups. Students will have to think first, and then write short answers. Within the group, the general task is divided. All members of the group will have to complete a separate assignment. All the subjects that the students are given (the first stage of the history of the geography study of Central Asia, the second stage and the third stage, etc.) about klar) work independently. Students come together in groups, exchange ideas with each other and develop a common answer.

## **"Categorization-schedule" - strengthening knowledge with the help of a graphic organizer.**

Students get acquainted with the rule of category comment. After getting acquainted with the new study material, in small groups, they are looking for categories that allow them to combine the data sheets obtained:

For example,

1. The first stage is the period when there is a "Great Silk Road". The Silk Road was considered the main trade route from the II century BC to the XVI century BC. The nature of Central Asia during this period was studied by Chinese, arab and local scientists.

2. The second stage-this period includes the period from the eve of the conquest of Central Asia by the Russian Empire to the October coup. At this stage, Central Asia was studied comprehensively for various purposes, including for military purposes.

3. The third stage is the period from the October coup to the independence of Uzbekistan. During this period, the natural resources of Central Asia began to be rapidly absorbed. Its geology, relief, climate, internal waters, soil, plant and animal world, has been studied in depth and in every way.

Preliminary information about Central Asia can be found in the works of Herodotus, Strabo, Arrian, Ptolemy and others. The history of the study of the nature of Central Asia consists of several stages.

### **III. I know, I want to know, I found out (BBB) graphic organizer**

This organiser allows students to assess the level of their knowledge on this topic.

This activity is organized on the basis of the following scheme directly on the writing board or on the work paper on the theme of the geographical location, boundaries and area of Uzbekistan:

<b>I know</b>	<b>I want to know</b>	<b>I found out</b>
<p>Central Asia is located in the central part of Eurasia, the climate is cold in winter, the summer is hot, the interior of the country borders on the atrophic drought</p>	<p>Who will meet the first information about Central Asia in the works, how many stages the history of the Geographical Study of Central Asia consists of, and which of these stages will cover</p>	<p>Preliminary information about Central Asia can be found in the works of Herodotus, Strabo, Arrian, Ptolemy and others. The history of the study of the nature of Central Asia consists of several stages. 1. The first stage is the period when there is a "Great Silk Road". The Silk Road was considered the main trade route from the II century BC to the XVI</p>

		<p>century BC. The nature of Central Asia during this period was studied by Chinese, arab and local scientists.</p> <p>2. The second stage-this period includes the period from the eve of the conquest of Central Asia by the Russian Empire to the October coup. At this stage, Central Asia was studied comprehensively for various purposes, including for military purposes.</p> <p>3. The third stage is the period from the October coup to the independence of Uzbekistan. During this period, the natural resources of Central Asia began to be rapidly absorbed. Its geology, relief, climate, internal waters, soil, plant and animal world, is studied in depth and in every way.</p>
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These activities drift out in the following stages backs:

1) pupils are attached to small groups.

2) the degree to which the students possess the concepts of a new subject (the history of the geography study of Central Asia) is studied.

3)the concepts recorded by the students are written in Paragraph 1 (I know)

4) the need of students to enrich their knowledge of the new (the history of the geography study of Central Asia) subject will be studied.

5)the needs of the students on a new topic are written in Paragraph 2 (I want to know).

6) The Teacher will inform the readers on the new (history of the geography study of Central Asia) topic.

7)students ' knowledge of the new subject matter is studied.

8)the declared knowledge is written in paragraph 3 (I found out).

9) with the help of a graphic organizer, a single project of the BBB method will be created. This method is of great importance when students apply their acquired knowledge in practice.

### **Conclusion.**

The above given history of geography study of Central Asia through the use of theoretical knowledge of young people in practice through interactive methods on the surface of the subject, we can conclude that the American psychologist scientists R.Garnikau and F.According to macelro's study, if the person (the reader) has the ability to retain 90 percent of the information when applying the acquired knowledge to the activity, we can organize a lesson using interactive methods on the topic of the history of geographic study of Central Asia, it turns out that we have formed the ability to keep the reader in mind, and at the same time have

prepared for our society a staff that is active, initiative, creative-thinking, “the foundation of the third renaissance,” as the president noted.

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