

TRENDS IN ORGANIZING GEOGRAPHY LESSONS THROUGH UNTRADITIONAL METHODS

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Abstract: This article provides information on the importance of innovative games used to teach geography in general secondary schools and increase its effectiveness.

Keywords: innovation, didactic games, methods, method, result.

INTRODUCTION

In general secondary schools, the part of geography that is interesting for students, but at the same time difficult to master, is the section on the Fundamentals of Geopolitics. The section on the Fundamentals of Geopolitics also consists of three chapters, each of which is interesting for the student, close to his life experience and understandable.

In teaching this section, it is one of the most appropriate ways to give students a special emphasis on comparing or analyzing based on a critical approach, and to form knowledge and skills.

Geografiya darslarida muammolarni bayon qilish imkoniyatlari juda keng. O'rganilgan geografik tabiiy, xo'jalik va ijtimoiy obyektlarning murakkabligi va ularning har birini ko'rib chiqish jarayonlari tufayli kuzatuvlar o'tkazish mumkin. [3]

The essence of the comparative method is fully revealed by Chinese scientists X. Shu and N. Zhou: If a nation can determine its place in the time axis through historical or vertical comparisons, then it will have a better idea of its place in the world through interethnic or "horizontal" comparisons.

When teaching the topic "Geopolitical role of Uzbekistan", it is advisable to use trainings aimed at solving problem situations to activate students and increase the effectiveness of the lesson. The main stage of preparation for the lesson is the design of the educational process. This process is organized in the following stages:

Determining the goal and outcome of the lesson.

Developing control tasks and assessment criteria.

- Selecting the most appropriate teaching methods.
- Determining the strategy of teaching and learning.
- Selecting the type of lesson and developing a technological map.

MAIN PART

Untraditional Methods in Geography Education

1. **Project-Based Learning (PBL):**
PBL encourages students to work on real-world problems by conducting research, collaborating in teams, and presenting solutions. In geography lessons, students might investigate environmental issues, urban planning, or migration trends, linking theoretical knowledge with practical applications.
2. **Role-Playing and Simulations:**
Engaging students in simulations such as mock United Nations conferences or disaster management drills allows them to assume roles of geographers, policy-makers, or citizens. This promotes empathy and deeper understanding of complex geographic issues.
3. **Outdoor Learning and Fieldwork:**
Field excursions to local rivers, mountains, or urban centers give students direct experience with geographic features. Modern tools like GPS, drones, and mobile apps further enrich this experience and help in data collection and analysis.
4. **ICT and Multimedia Integration:**
Using digital maps, interactive atlases, and virtual reality (VR) environments helps visualize global patterns and spatial relationships. Platforms like Google Earth or ArcGIS Online have become powerful tools in modern geography teaching.
5. **Gamification:**
Introducing game elements into lessons such as geography quizzes, scavenger hunts, or map-based games can motivate students and foster a fun learning atmosphere. Games help reinforce knowledge through competition and rewards.
6. **Flipped Classrooms:**
In this model, students study new content at home (via videos or readings), while classroom time is reserved for interactive discussions, problem-solving, and application tasks. This enhances participation and deepens learning.

Determining the goal and result of the lesson is the most important factor in the teaching and learning processes, and it is they who take the lead in the lesson process. The goal and result of the lesson are determined based on the requirements of the DTS. So, the goal of the training on the topic we have chosen is to form in students such skills and competencies as creative research, conducting small studies, putting forward certain hypotheses, analyzing various existing situations to solve the problem, comparing, contrasting, substantiating the results, and coming to certain conclusions. Roles and tasks of the training participants:

The teacher introduces the content of the training, the main stages and the tasks of the participants. Two competitive groups of 6-8 students enter into a discussion on interesting questions related to the topic. The teacher directs the content of the game to the flow he considers necessary, ensuring the activity of its members.

The following problem-solving methods and techniques are recommended for training on the geopolitical position of Uzbekistan:

Fish skeleton, Logical tangled chainstrategy, SWOTanalysis, Lily flower technology, Skarbey, Assessmenttechnologies, etc. Here are some brief examples of these methods:

Fish skeleton- forms the ability of students to describe and solve the essence of a specific problem

on the topic. The use of this technology is carried out as follows: the teacher introduces the student (students) to the conditions for using the method; students are divided into small groups; groups perform tasks; groups present their solutions to the team; the team organizes a discussion of the groups' solutions. Logical confused chain method. This method helps to establish a connection between the ideas expressed on the geopolitical processes in Central Asia and the place of Uzbekistan in it, to correctly express them in a logical sequence. Its essence is that the teacher presents information covering the topic in a correct and incorrect order. For example: transboundary rivers between the countries of Central Asia, exclaves between Uzbekistan and Turkmenistan (lands separated from the main part of the territory of the corresponding state by the territory of another state) and some border areas, problems arising from the unfinished delimitation (clarification and strengthening of the border line) on the state border with Kazakhstan are considered important geopolitical problems that must be resolved first of all.

Swot-analysis method - serves to highlight the four main aspects of the problem. In this case, the territory of the country is free from nuclear weapons Uzbekistan, which has set itself the goal of becoming a non-aligned state, establishes close cooperation with a number of countries to solve political, socio-economic problems and achieve economic development. It sheds light on the essence of the problems by thoroughly studying them, searching for the factors that cause them and finding ways to solve them. It analyzes the following four aspects of the problem:

S- Strengths (highlight the advantages of existing problems in terms of cooperation in implementation);

W- Weaknesses (study the influence of internal factors on the actions being organized to achieve the goal);

O- Estimate opportunities (search for the most optimal ways to solve the set tasks);

T- Study the threat (determine the influence of external factors on the actions being organized to achieve the goal). The use of this method is likely to cause certain difficulties. In such cases, the teacher can express (change) it in understandable words, adapting it to the level of knowledge of the students.

Decision-making method. This is a technical approach aimed at helping students come to certain conclusions on the basis of a comprehensive, thorough analysis of certain issues, finding the most optimal and correct one among several conclusions presented on the problem.

Games like the ones above will help develop a student's thinking in the future.

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