

**SCIENTIFIC AND METHODOLOGICAL CHARACTERISTICS OF
USING INNOVATIVE METHODS IN GEOGRAPHY EDUCATION**

**GEOGRAFIYA TA'LIMIDA INNOVATSION METODLARNI
QO'LLASHNING ILMIY-METODIK XUSUSIYATLARI**

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Abstract

This study examines the scientific and methodological features of applying innovative methods in geography education. In the learning process, students acquire knowledge, skills, and competencies through purposeful teaching strategies. The concept of method, understood in didactics as a guided way of organizing instruction, plays a crucial role in shaping learners' understanding and worldview. The effectiveness of geography teaching depends on the appropriate selection of instructional tools and methods aligned with lesson objectives. Therefore, the use of innovative approaches helps improve teaching efficiency, enrich learning forms, and increase students' engagement. The study highlights the importance of methodological diversity in achieving educational outcomes.

Keywords: Geography education, innovative methods, scientific and methodological approach, educational process, knowledge, skills, and competencies, didactic methods, learning material, educational effectiveness.

Аннотация

Ushbu tadqiqot geografiya ta'limida innovatsion metodlarni qo'llashning ilmiy-metodik xususiyatlarini yoritadi. Ta'lim jarayonida o'quvchilar maqsadga yo'naltirilgan o'qitish strategiyalari orqali bilim, ko'nikma va malakalarni egallaydilar. Didaktikada metod tushunchasi ta'limni tashkil etishning boshqariladigan usuli sifatida talqin qilinib, u o'quvchilarning bilim olishi va dunyoqarashi shakllanishida muhim o'rin tutadi. Geografiyani o'qitish samaradorligi dars maqsadlariga mos o'quv vositalari va metodlarni to'g'ri tanlashga bog'liq. Shu bois innovatsion yondashuvlardan foydalanish ta'lim samaradorligini oshiradi, o'qitish shakllarini boyitadi hamda o'quvchilarning faolligini kuchaytiradi. Tadqiqot ta'lim natijalariga erishishda metodik xilma-xillikning ahamiyatini ko'rsatadi.

Kalit so'zlar: Geografiya ta'limi, innovatsion metodlar, ilmiy-metodik yondashuv, ta'lim jarayoni, bilim, ko'nikma va malaka, didaktik metodlar, o'quv material, ta'lim samaradorligi.

Introduction. In the educational process, students acquire specific knowledge, skills, and competencies. In didactics, the term *method* is understood as the process through which, under the guidance of the teacher and by means of various methods, students are equipped with knowledge, skills, and competencies, while their worldview is also shaped. The content of educational material is mastered through various instructional tools and different methods. For this reason, teachers are always faced with the challenge of finding more successful and effective ways that facilitate both teaching and learning. The search for different forms of studying educational materials begins with understanding the aims and objectives of the lesson. The word *method* is derived from the Greek word *methodos*, which literally means "research."

The science of didactics has not yet developed a single definitive rule for defining the term *method*. Various definitions and interpretations of this concept exist. In didactics, the teaching method is understood as the joint activity of the

teacher and the student within the educational process. In this process, both act together to achieve a common goal. A method determines the types of activities performed by the teacher and the student, the way instruction proceeds, and the extent to which the teacher should explain the material. The individual components of a method are referred to as techniques [2].

Material and Methods. Teaching methods are understood as those methods that foster students' creative activity, teach them to acquire knowledge independently, and cultivate a more comprehensive body of scientific knowledge, a well-founded worldview, and firm convictions. Two main characteristics are inherent in teaching methods. First, methods serve as guidelines for the teacher's activity and help determine the learner's activity. Second, teaching methods are not limited solely to the formation of knowledge, skills, and competencies, but also contribute to nurturing students' creative activity and their ability to acquire knowledge independently. Teaching methods are closely related both to the general and specific aims of instruction and to the content of school education.

In many cases, teaching methods require consideration of students' psychological characteristics and individual traits. Their selection also takes into account the material and technical resources of the school, including maps, atlases, and the possibilities for their use. In pedagogy, teaching methods also depend on the conditions in which the school is located, as well as on the traditions shaped by teachers' experience. For example, a teacher may prefer to use certain methods that give a distinctive character to his or her work. Under the conditions of scientific and technological development, increasingly serious demands are being placed on the improvement of traditional methods and on the search for new ones. The problem of teaching methods remains one of the most fundamental issues in education. It must satisfy the following requirements [3].

The first requirement is the educational value of the method. Any method should influence students' overall development, their interest in knowledge, their beliefs, feelings, and views. The implementation of the educational function of instruction depends on the choice of method.

The second requirement is the scientific nature of the method. Any method of teaching and instruction is determined by the laws governing the educational process. The more scientifically grounded a method is, the clearer and more precise it becomes. Most importantly, it is necessary to understand what general and specific tasks can be solved through a particular method, what content it corresponds to, what types of activity it requires, and how these should be organized. The scientific nature of a method ensures the correct understanding of geographic facts, events, phenomena, and regularities, and leads students toward an accurate scientific conception.

The third requirement is the accessibility of the method. In this case, the pedagogical possibilities of students' development are taken into account. A method should also enable students to master abstract thinking and develop it intensively. Therefore, when selecting a method, one should think not only about what needs to be explained to students, but also about what they are capable of understanding.

The fourth requirement is the effectiveness of the teaching method, that is, its orientation toward ensuring the durable mastery of educational material. The fifth requirement is the application of advanced experience in professional practice and its regular study; it is necessary to continuously follow innovations related to teaching methods in both theory and practice.

Some techniques may also be included within the structure of several different methods. The well-known methodologist M. K. Kovalevskaya regarded teaching aids (such as working with a textbook or a map), oral forms of presenting knowledge (such as narration, conversation, explanation, and lecture), methods of cognition (such as comparison, map comparison, and drawing general conclusions), as well as the types and forms of students' educational activity (such as mastering theoretical knowledge, practical work methods, and independent work methods), as methodological methods [1].

Methods may take different forms. For example, the technique of comparison may be used within oral presentation, conversation, or methods

involving work with maps. Thus, there is an organic relationship between method and technique. The classification of teaching methods arises in this way, and it helps the teacher to understand more deeply both the similarities and the differences in the ways students master learning material, as well as to organize teaching activity more successfully. Teaching methods are divided into groups according to certain characteristics. At present, the following classification is widely used in educational theory and in geography education [6].

I. According to the main sources of knowledge acquisition:

1. Presentation (storytelling, explanation, lecture)
2. Conversation
3. Working with cartographic materials
4. Working with visual aids
5. Observation and experiments
6. Working with numerical materials
7. Working with textbooks and supplementary literature
8. Practical methods

II. According to didactic objectives:

1. Studying new material
2. Consolidating knowledge
3. Methods of assessing knowledge, skills, and competencies

III. According to the nature of inferential activity:

1. Analytical
2. Synthetic
3. Inductive
4. Deductive methods

According to the characteristics of thinking activity and the level of cognitive engagement, the classification of methods proposed by I. Y. Lerner and M. N. Skatkin is as follows: [5]

1. Explanatory-illustrative method
2. Reproductive method, or the method of reproducing acquired knowledge

3. Problem-based presentation
4. Partially exploratory method
5. Research method

All of the above methods may also be conditionally divided into two groups: methods of acquiring new knowledge and methods of reproducing acquired knowledge. Each teaching method combines instructional and educational aspects that are closely interconnected.

Many educators also distinguish between active and passive methods in teaching. However, this is not an entirely accurate approach, since any method, if applied appropriately and in the right context, can stimulate students' activity. Therefore, many factors must be taken into account when selecting a method.

Students' cognitive activity depends on many factors, in particular on the complexity of the learning material, the volume of theoretical knowledge, the level of the class, and the students' ability to carry out independent work. Some methods develop memorization, others promote thinking, and still others foster emotional engagement. Each method has both advantages and disadvantages [4].

For example, the methods of narration and lecture yield immediate results when students have a strong interest in learning. Teaching through the question-and-answer method requires considerable time and skill from the teacher, while also presupposing that students already possess the necessary background knowledge. Likewise, the use and organization of problem-based and research methods require substantial time and demand a high level of competence from the teacher. When selecting a particular method, it is essential to consider students' cognitive activity, their intellectual level, and the extent to which instructional resources are available.

Enhancing the effectiveness of teaching methods is one of the most pressing tasks under present conditions. It is difficult to give preference to only one or several methods. A comprehensive approach is required. Success in education is ensured by a system of teaching methods. Each method has its own specific

advantages, and each occupies a particular place in shaping one or another concept in the minds of students.

Conclusion. In conclusion, teaching methods reflect the teacher's personal qualities, worldview, psychological and pedagogical competence, methodological skill, and specialized scientific training. These factors directly determine the practical effectiveness of methods and influence the extent to which students acquire knowledge, skills, and competencies. Therefore, the correct selection and appropriate application of methods constitute one of the essential conditions for the quality of education. There is no universal method in teaching, since the content and objectives of each lesson, the level of students' preparedness, and the availability of instructional resources differ. In geography education in particular, the integrated use of various methods ensures a higher level of effectiveness. Thus, the organization of effective instruction requires the teacher to possess a thorough knowledge of teaching methods, to select them appropriately, and to apply them creatively.

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