

INTERNATIONAL EXPERIENCE OF USING INTERACTIVE METHODS IN TEACHING THE GEOGRAPHY OF KARAKALPAKSTAN

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Abstract. The article provides information on the role and significance of international experience of using interactive methods in teaching the geography of Karakalpakstan.

Keywords: general education school, world experience, global problems, world economy, geography of Karakalpakstan, physical-geographical position, geological and geomorphological structure, administrative-territorial structure, developed countries.

Introduction. If we look at the global experience of teaching geography in secondary schools, there are several differences in the methodology, content, and structure of teaching geography in different countries. Geography studies the entire Earth's surface, as well as the natural conditions of each country, and it is natural that due to the diversity of nature and historical development of countries in the world, several differences arise in the teaching of this subject.

Main part. Over the last decade, the system of training and professional development for geography teachers has risen to a much higher level. Currently, geography education in many countries of the world is conducted in three directions:

1. Based on a unified curriculum and syllabus for all students (Eastern Europe and post-Soviet countries). In countries belonging to this group, geography education primarily consists of courses in natural and economic geography. It will be conducted in all general education schools in urban and rural areas based on a unified curriculum.

2. Elective study of certain courses alongside several core subjects (USA, UK, Canada, most European countries). In this group of countries, geographical

knowledge is taught not in the form of specialised subjects, but in the form of integration (combination) with other subjects. At the same time, those wishing to study geography in depth can enhance their knowledge through special elective classes. In the countries of this group, there is no unified state plan for geography education; each teacher can create a curriculum based on the conditions of general education schools. For example; There are more than 1,700 counties in the United States, and all of them have unique geographical education, and classes are conducted in programs that do not resemble each other.

3. Among the subjects that are mandatory for all students to study, there is the practice of conducting additional elective classes (in the Philippines, France, Japan, and most countries). In the countries of the third group, geography is not included in the list of mandatory subjects, and its study through elective classes occupies a central place.

In general, in developed foreign countries of Europe and America, among the subjects mandatory for all students, the type of elective courses of varying complexity is widespread.

In world practice, a three-stage education system is considered the primary one: primary schools are divided into grades 1–4, secondary schools into grades 5–9, and higher schools into grades 10–12. At each of these stages, geography education has its own specific goal. For example, if the primary goal of geography education in secondary schools at the first stage is to study the surrounding environment, at the second stage, it is to study the life of one's country and obtain information about necessary professions, as well as to form educational skills and abilities. In the third stage, general education schools are focused on studying the global problems of humanity and the world economy. In world practice, the state of teaching geography is not significant; therefore, there are supporters of two views (directions) regarding its teaching to students. Supporters of the first direction argue that geography should be taught regularly as an independent subject in curricula, while supporters of the second direction argue that geography should be taught in combination with other subjects.

It should be noted that we believe that the geography of Karakalpakstan should also be taught based on a separate program. This is because, based on the natural conditions of the Republic of Karakalpakstan, it is one of the regions in an ecologically critical state; firstly, it is important to provide students with knowledge about the natural-geographical position and natural-geographical aspects, the geological and geomorphological structure of the territory, its main minerals, climatic and hydrographic features, the organic world (soil, flora, and fauna), as well as environmental protection and conservation, environmental problems related to the drying up of the Aral Sea, and the description of natural-geographical regions. Secondly, by providing students with knowledge about the economic-geographical position, borders, and administrative-territorial structure of the Republic of Karakalpakstan, the dynamics and composition of population growth, public health issues, the development and location of industrial sectors, their role on a national scale, the development and location of agriculture, opportunities for their development, the state of public service sectors, transport infrastructure, foreign economic relations, and the characteristics of economic regions, a sense of homeland will be enhanced.

In many countries of the world, the study of subjects in general education schools is voluntary, and it is carried out according to the wishes of students. The number of mandatory subjects in this group of countries does not exceed 7–8. For example, in Finland and Sweden, Finnish and Swedish, economics and sociology, geography, chemistry, English, religion, and sports are mandatory subjects.

In developed countries, the content of geography education is high in quality and is aimed at forming specific skills in students. In these countries, geographical education is more difficult to master, focusing on the study of problems, various theories, laws, and categories [4; -204 p].

In developed Western countries, the spiritual aspects of education occupy a central place in geography education. Great attention is paid to the study of the student's psyche and cognitive activity. Geography education research is almost impossible without the involvement of psychologists. Various texts, games, and

imitations are widely used in geography education. For example, a student thinks as the president of a company, conducts business, solves a problem, and draws independent conclusions. In general, the main goal of such education is to prepare students for society.

Furthermore, an analysis of geography textbooks and manuals in various countries shows that several manuals are published for the same course. In most cases, they are rich in interesting information and possess informative properties. In such manuals, text accounts for 20-30%, images for 20%, statistics for 20%, and questions and assignments for 20%. The illustrations in the book are of exceptional quality; there are almost no maps in the lower grades' textbooks, and they are replaced by various map schemes. Numerical numbers are almost never encountered in the text; existing ones are also comparative in nature and are given according to criteria such as lowest, highest, smallest and longest [2; 14-15-p].

In geography education in these countries, the questions and assignments given after a topic or section may not reflect the content of the topic. Most of the questions are used in the form of problem-based tasks, discussion questions, and practical games. In geography textbooks for students, special questions for working with computer equipment, interesting tasks, methods of mathematical statistics, various games, and tests are widely used to acquire geographical knowledge. Students play the role of a researcher in the process of performing them independently. Let's get acquainted with some of them:

In Finland, geography is taught as one of the core subjects in school. Geography education in general education schools also has its own characteristics, and the teaching of geography is at a higher level compared to developed countries. Education consists of two stages: the first stage consists of a 9-year compulsory general education public school, and the second stage consists of gymnasiums. In this country, students can apply their knowledge of nature in practice, and geography plays a special role in establishing the relationship between man and nature. Classless gymnasiums are widespread in countries after 9 years of compulsory education. In such gymnasiums, a student or a group of

students prepares an annual curriculum. Such an annual curriculum is approved in gymnasiums by course supervisors and the administration. The academic year at the gymnasium is divided into 6 periods, each period consists of 6 weeks, the courses are organized in 32 hours, and one subject is taught in each course for one hour a day, the student studies 4-7 hours a day. Sports classes are held after the training session. At the end of each period, students' knowledge is assessed, and if a student receives an unsatisfactory grade, they choose this course again;

In almost all countries, the geography education system is linked to the socio-political and economic system of the state. For example, after the end of the Second World War, a large part of **Germany's** territory suffered losses from military weapons. At the government level, special attention was paid to the restoration of land resources, the proper and rational use of natural resources, and nature conservation, and these knowledge were instilled in students through the subject of geography in secondary schools. By paying special attention to the use of nature and environmental protection, Germany is today among the most economically developed and, at the same time, the most ecologically favorable countries in Western Europe. This country still attaches great importance to the teaching of geography today, and it is taught in general education schools alongside basic and fundamental subjects;

In the **USA** education system, geography and history are taught in an integrated manner. Schoolchildren study the geography of the country (Geography of USA) only in the upper grades. World geography is included in the history curriculum and is taught in a superficial manner alongside social sciences. The teaching of these disciplines was influenced by several ideological ideas related to the historical origins of the country.

Despite the fact that the USA is the most developed country in the world, its development path differs sharply from that of developed European countries. Looking back at the development of the United States, there are many aspects of the country that are difficult to show to readers. The discovery of the country's territory in the 15th century, the arrival of the main part of the population from

Europe, Africa (slave trade), and other countries, and until recently, racial discrimination (which ceased in the country only at the end of the 19th century), the bloody struggle for gender equality and democracy, wars waged by the USA in various regions of the world (Iraq, Afghanistan, Vietnam, etc.), and others influenced the development of the country. In general education schools, such knowledge is taught to students as shallowly as possible without in-depth study, and the combination of history and geography ensures that students do not dwell on these topics in detail. At the same time, students are instilled with the idea that the USA is the greatest country in the world, and the country is shown as a leader in all spheres. In this regard, only U.S. geography is taught in the country, while the geography of other countries is not taught, which prevents students from forming an understanding that the U.S. is not a leader in many indicators.

The USA is a world leader in the integration of academic disciplines; in the educational reform of the 1940s and 1950s, geography, along with many other subjects, was excluded from the list of mandatory subjects and merged with history and sociology. Such a method of teaching geography creates several difficulties for students. As a result, the quality of geography education has significantly declined, and students have not acquired the necessary skills and qualifications. For this reason, there are currently no proposals to revive geography as an independent science in the USA;

In general education schools in **France**, geography education is well-established. The goals and objectives of geography teaching are very clearly defined, and the geography curriculum is designed for two-tier schools. In France, classes are conducted on a countdown basis. The 1st stage of general education schools consists of grades 6, 5, 4, 3 (students aged 11–15), and higher education is provided only in lyceums. Second-year general education schools consist of grades 2–1 and 1–17 (ages 15–17): geographical education begins in the 6th grade, where "General Geography and the African Continent" is studied; in the 5th grade, geography of America, Asia, Australia, and Antarctica is taught; in the 4th grade, geography of Europe (except France); and in the 3rd grade, geography of France.

Continuing education at the lyceum corresponds to grades 2, 1 and up. In the 2nd grade, the geography program will deepen the knowledge and skills acquired in college (6-5-4-3). In the 1st grade of the lyceum, students deepen the knowledge of French geography acquired in two stages of schooling. In senior classes, the geography of four major countries—the USA, Russia, China, and Japan—is studied in depth. The advantage of French geography textbooks is that they are written problematically, and all problems stem from the content of human-nature;

The role of geography in the education system of the Republic of **Korea** is very similar to that of the USA. In this country, geography is taught alongside social sciences and is imbued with the ideas of a "global worldview". The United States has a significant influence on the current level of development of the Republic of Korea and its place in world politics. In organizing the country's education system, this country took the US education system as an example. As in many developed countries, environmental protection problems require in-depth study of natural sciences in the country;

In the education system of **Singapore**, geography is taught in grades 3-6 in addition to social sciences. However, it is a compulsory subject in grades 7-8 (lower secondary). In grades 9-12, students choose subjects based on their interests; geography is also an elective subject in the upper grades (9-12). Since studying the geography of a country with an area of 728 km² (equivalent to the area of a smaller district in Uzbekistan) is not difficult, students study it within 2 years (in grades 7–8) as part of World Physical and Economic Geography. Despite the small size of the country's territory, the teaching of geography as a separate subject contributed to the formation of students' knowledge regarding nature management. Singapore today is a developed country with a clean ecological environment;

In the CIS and Eastern European countries, where the study of physical and economic geography is the foundation, the laws of natural and economic development, the relationship between society and nature, and environmental problems form the basis of geography education.

The strengths of UK geography education are as follows:

1) Strengthening the theoretical aspects of education, that is, teaching more modern geographical research methods;

2) Effective use of psychological and pedagogical research methods in the process of geography education, teaching students to formulate hypotheses;

3) Extensive space is allocated to the organisation of experiments of various content in lessons, i.e., methods for forming imagination, concepts, and various views; the testing of a specific method and forms of educational organisation are rather weak;

4) studying the problem under study on the basis of the author's opinion and against it;

5) Two hours per week are allocated for geography in grades 5–8. In these classes, the geography of Europe and the world's leading countries is studied. Knowledge is also provided in the fundamentals of topography and cartography;

6) Several textbooks are recommended for teachers' attention: "Countries and Peoples," "Earth and Human," "New Geography," "Earth Science," etc.;

7) it can be said that geography is not studied as an independent subject in grades 9-10. In some administrative units, the geography of Europe and Germany is studied in depth with curious students. In these courses, knowledge regarding the economy, politics, and state structure of countries occupies a leading position. Recently, there has been an increasing focus on teaching geography, history, sociology, and economics through combined courses [2; 16-17].

In the gymnasiums of these countries (grades 11–13), geography is only partially taught as an independent subject in some places. Some geographical knowledge is also provided in the disciplines of the combined course series. In the upper grades, more attention is paid to the study of embodied problems in geography. For example, "Human Reproduction," "Famine Problems," "Transport Problem," "Human Life in Industrial Centers," "Industrial Economics," etc.

The most commonly used methods in geography education in foreign countries are:

1. The heuristic conversation method is widespread in the USA, Great Britain, New Zealand, and Western European countries. At the same time, the main focus is on teaching students to acquire more independent knowledge and conduct small research. Problems and questions are presented to the students based on drawings, various documents, and tools.

2. Using the handout method, various drawings, tables, and maps are compiled and distributed with varying errors, requiring students to independently find the errors made. Solving various examples and problems is also widely used to increase students' interest in the lesson, and more examples and problems are used to develop entrepreneurial and resourceful qualities in students. Where to sell finished products, determining transportation costs, and the efficient use of labor resources are impossible without solving examples and problems.

3. Mixing texts, i.e., correct and incorrect answers, is one of the most common ways to distinguish the correct ones by marking them with numbers.

4. Working with statistical sources, using cartographic manuals, and mathematical modeling are widely used teaching methods. Discussions and debates are particularly widespread in geography education in developed countries.

In the CIS and Eastern European countries, where the study of physical and economic geography is based, the laws of natural and economic development, the relationship between society and nature, and environmental problems form the basis of geographical education.

The State Standard for General Secondary and Higher Education indicates that it is necessary not only to form students' core competencies but also to ensure students' ability to apply acquired knowledge, skills, and methods of activity in real life and practice. Therefore, it is advisable to teach geography using modern methods [5; 7-28-b].

Conclusion. Geography is among the fastest-growing sciences. Geography is a broad branch of science that studies the surface and subsoil of the entire universe, the distribution of mineral resources, the distribution of flora and fauna, human living conditions, the location of states, the climate of the Earth's surface,

and so on, as well as conducting scientific research. The content of teaching geography in general education schools must correspond to the historical development of modern science and technology.

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