

# TEACHING THE GEOGRAPHICAL FEATURES OF ECONOMIC AND SOCIAL COOPERATION BETWEEN UZBEKISTAN AND KAZAKHSTAN ON THE BASIS OF "BBB" AND "VENN" DIAGRAMS

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**Annotation.** The following article deals with the content of teaching the topic of geographical features of economic and social cooperation between Uzbekistan and Kazakhstan on the basis of "BBB" and "VENN" diagrams and methods of their expression.

**Keywords:** innovative technology, interactive, pedagogical skills, BBB chart, VENN diagram, CIS, Aral, Mingbulak, transboundary river, oral presentation, conversation, teaching methods, Karaganda, Ekibastuz, motivation.

## ОБУЧЕНИЕ ГЕОГРАФИЧЕСКИМ ОСОБЕННОСТЯМ ЭКОНОМИЧЕСКОГО И СОЦИАЛЬНОГО СОТРУДНИЧЕСТВА УЗБЕКИСТАНА И КАЗАХСТАНА НА ОСНОВЕ ДИАГРАММЫ «ВЕНН» И «BBB»

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**Аннотация.** В статье раскрыто содержание преподавания темы географических особенностей экономического и социального сотрудничества между Республиками Узбекистан и Казахстан на основе диаграмм «ВЕНН» и «BBB» и способов их выражения.

**Ключевые слова:** инновационные технологии, интерактив, педагогические навыки, диаграмма BBB, диаграмма VENN, СНГ, Арал, Мингбулак,

трансграничная река, устная презентация, беседа, методика обучения, Караганда, Экибастуз, мотивация.

In the first years of independence, great attention was paid to the development of education. The effective use of innovative technologies in the teaching of modern geography depends on the activities of the teacher, and the level of theoretical knowledge, organizational skills and pedagogical skills as well.

The most basic foundation of pedagogical technology depends on the technologies chosen so that the teacher and the student can work together to achieve a guaranteed result from the set goal. Each educational technology used to achieve a guaranteed result in the learning process can create a collaborative activity between teacher and student, both of which can achieve a positive result, if students can think independently, work creatively, research, analyze themselves they can only be effective if they can draw conclusions, evaluate themselves, the group, and the group can evaluate them, and the teacher can create opportunities and conditions for such activities. Each lesson, topic, subject has its own technology, For example, pedagogical technology in the learning process is an individual process, which is a pedagogical process aimed at a specific goal, pre-designed and guaranteed results, based on the needs of the student.

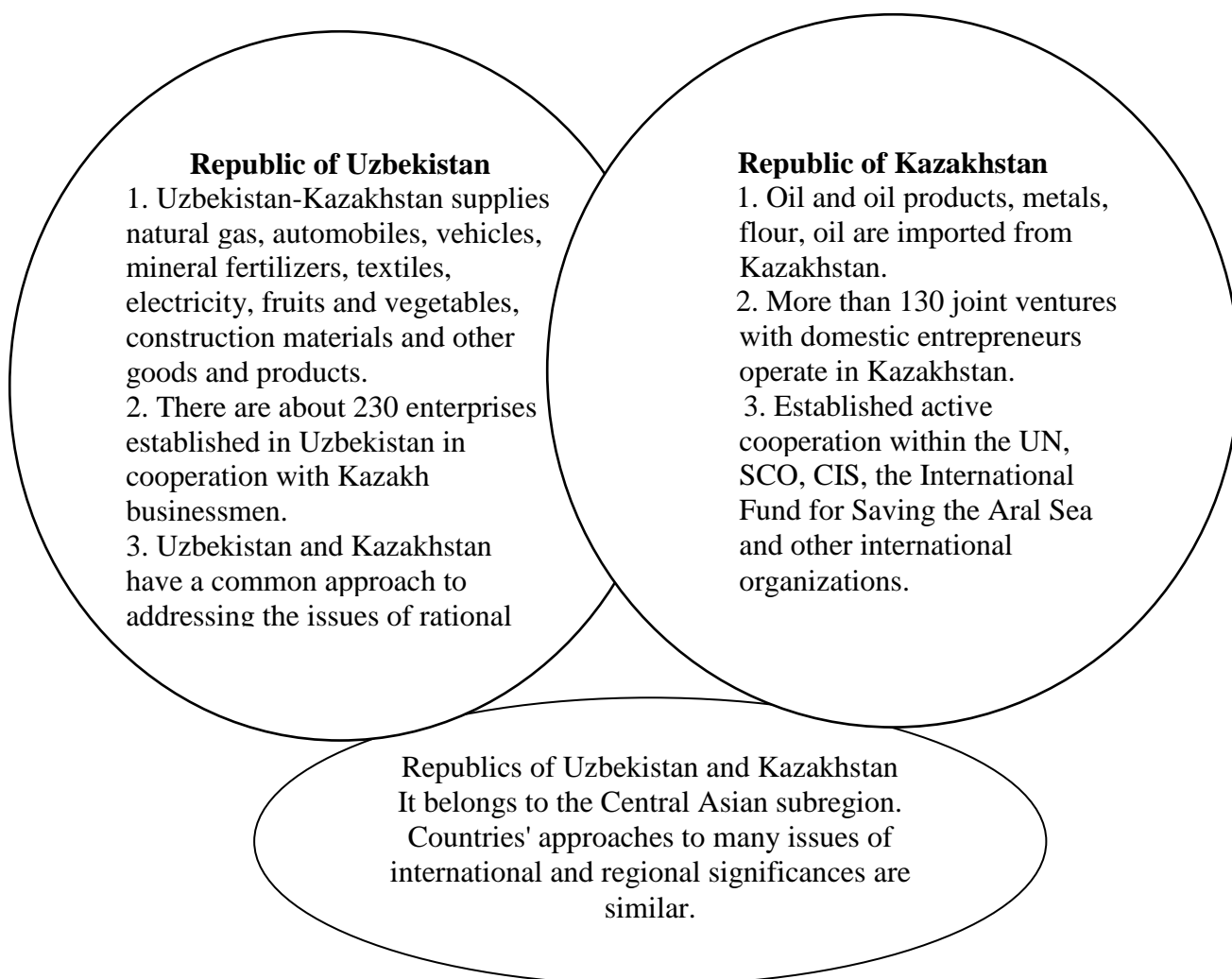
The BBB method is a method of creative work with students on a B-B-B scheme to reinforce a topic. Here students divide into groups, with each group interacting on the topic or concept being asked, "What do we know about?" fill the column. The first column on the board summarizes the answers of all groups. The answers are grouped by category. Then, by mutual agreement, each group member writes down their questions on the topic in the "I want to know" column. The second column on the board contains the questions of all groups. Students then read the text (lecture) on the topic and return to the second column of the table to determine which of the questions they wanted to know answered. The answers to the questions are written in the third column "Knowledge". For example:

**Table on the topic "Geographical features of economic and social cooperation between Uzbekistan and Kazakhstan":**

<b>I know (B)</b>	<b>I want to know (B)</b>	<b>I have known (B)</b>
<p>1. I have information about the geographical location and borders of the Republic of Uzbekistan. 2. The Republic of Kazakhstan is the largest in Central Asia.</p> <p>3. The Republic of Uzbekistan has a population of over 34 million.</p> <p>4. Uzbekistan has favorable natural conditions.</p> <p>5. The territory of the Republic stretches 1425 km from west to east, and the distance from north to south is 930 km.</p>	<p>1. What is the size of the territory of Uzbekistan in Central Asia?</p> <p>2. What is the total length of the state border of Uzbekistan, including the border with Kazakhstan?</p> <p>3. Name of coal deposits in Kazakhstan.</p> <p>4. What is the percentage of urbanization in the Republic of Kazakhstan?</p> <p>5. What are the main goods exported by Uzbekistan to Kazakhstan?</p> <p>6. What is imported from Kazakhstan to Uzbekistan?</p>	<p>1. Uzbekistan ranks 3rd in Central Asia after Kazakhstan and Turkmenistan.</p> <p>2. The total length of the state borders of Uzbekistan is 6221 km, of which 2203 km are in the Republic of Kazakhstan.</p> <p>3. The names of coal deposits in Kazakhstan are Karaganda and Ekibastuz</p> <p>4. The process of urbanization of the Republic of Kazakhstan is 58%.</p> <p>5. The main exports of Uzbekistan to Kazakhstan are oil and gas and oil products, ferrous metals and their products, cement, transport and communication services, fertilizers, glass and glassware, electrical equipment, vehicles, fruit and vegetable processing products, etc.</p>

The Venn diagram method is used to compare two or more concepts and objects and to plot the result. It is named after John Venna (1834-1923), an English scientist who studied the theory of logic. It usually consists of two circles, each circle defining a set of properties of an object. If two objects have similar properties, the circles depicting these objects intersect. If they do not have the same, similar properties, these circles do not intersect. In the intersection area, which is common to the two circles, they have the same similar properties, while in the remaining areas, the objects are located differently from each other.

When more than two objects are compared, more than two circles are used, respectively.



**Figure 2. Representation of Uzbek-Kazakh cooperation in the VENN diagram.**

The purpose of using the Venn diagram method is to develop students' ability to compare two or more objects and concepts, to identify their differences and commonalities.

In summary, it is advisable to follow the following recommendations:

1. In the effective organization of geography lessons, it is necessary to establish a wider use of interactive methods and advanced pedagogical technologies, multimedia manuals.
2. Today it is necessary to achieve the emergence of a modern teacher of higher education as a creator of pedagogical technologies, the author of theories, concepts, researcher, user and promoter.
3. High pedagogical skills are required from the teacher to improve the quality and effectiveness of lessons in the education system. In this regard, special attention should be paid to the process of professional development of teachers in higher education institutions and the aspects that shape their innovative activities.
4. Technological innovations should be aimed at increasing the motivation, activity, responsibility of students, to achieve high results in a short period of time.
5. The teacher should be constantly acquainted with the latest developments in their field and new innovative technologies, and develop the ability to choose the types that best suit the content and objectives of the lesson.
6. In the organization of independent work of students requires special attention to the preparation of individual control work, the development of creativity and the development of evaluation criteria.

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