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Use of didactic games in geography classes and its effectiveness

F.S.Meliboyeva
G.M.Begimqulova

Abstract

This article explains the positive aspects of using creative games in the process of globalization of education and ways to effectively use interesting games in geography lessons to increase students' interest in geographic knowledge.

Key words: Geographical knowledge, creative games, demonstration, cognitive activity

KSPI department of geography and basics of economic knowledge senior teacher

Student

Introduction

The all-round prosperity and development of society depends on the development of education and its content improvement. Today, improving the quality of education is considered one of the most urgent issues. The globalization of education, the introduction of innovative technologies, and the flow of large-scale information require regular updating and improvement of the educational content.

Students' interest in geographical knowledge largely depends on their academic success. The science of geography has a great opportunity to regularly use interesting games. The geographer-Methodist scientist N.N. Baransky (1959) commented on this: . . none of the subjects require such a degree of demonstration and fun, and none of these subjects provides a valuable field rich in the use of demonstration and interesting methods of geographical education. None of the other subjects can be as effective as geography in terms of presentation and interest...". This price still has not lost its importance. A teacher of geography needs to use the above convenient opportunities of geography to arouse a lively and stable interest in science from students.

Reflecting socio-economic relations in the society, knowledge, skills and competence are formed by making students perform certain tasks and assignments. In addition, didactic games aimed at developing professional qualities, consciously directing them to the profession, and expanding the scientific worldview are important in improving the quality of lessons.

Didactic games that prepare the ground for solving the problematic situations that have arisen in the educational process through the creative application and research of the previously acquired knowledge, skills and abilities of a group of students should be called creative games.

Independent work of students in small groups, organization of educational talks, brainstorming, didactic games, presentation, self-evaluation , the use of such things as visits, solving problems and exercises should be the focus of the student's attention. Among these are the benefits of all the methods of cooperative teaching technology in the teaching of geography, the module programs of the modular education technology designed for the students to work in small groups.

It is possible to achieve positive results in the lesson if the cognitive activity of students is used in geography lessons together with the forms of individual and small group work. In the method of teaching in small groups of cooperation, teaching is combined with small groups, and in the "saw" method, students are taught first individually, then in small groups.

Based on the didactic purpose, tasks, and content of the subject studied in geography lessons, it is

recommended to use the forms of organization of students' cognitive activities in individual small groups and as a whole.

In order to effectively organize and rationally manage students' cognitive activities, the geography teacher should perform the following actions:

1. Based on the educational, educational and developmental goals of the studied subject, how to organize students' cognitive activities;
2. Designing students' cognitive activities;
3. Determining ways to realize the purpose of education;
4. During the lesson, to analyze the result obtained from the students' cognitive activity and check its appropriateness;
5. Making appropriate changes to the project of students' cognitive activities in necessary cases.

Forms of organizing students' cognitive activities

Forms of organization of cognitive activity	Teacher activity	Student activity
General public education	He explains the new topic on the basis of demonstration, provides ready-made information, creates subject-object relations.	Listens to a new topic, remembers, answers questions. Activity will be slow.
Individual training	Prepares and recommends assignments for each student. He processes the new topic in cooperation with the students. A subject-subject relationship is created	They complete their educational tasks, their confidence in their knowledge, strength and talent increases, and they feel the joy of knowledge.
Teaching in small groups	Prepares and recommends educational assignments for each small group. He processes the new topic in cooperation with the students. A subject-subject relationship is created.	He fulfills the specified educational tasks, a mutual partner is formed, mutual control is realized, he feels the joy of knowledge.

Thus, it consists of organizing and managing students' cognitive activities, organizing this activity

according to the purpose, designing it, determining the ways to achieve the goal, analyzing and evaluating the obtained results.

Traditional education, which is maintaining its dominance in the current educational process, implies comprehensive education of students and organization of cognitive activities of students as passive listeners. In the organization of teaching activities, a middle-level student is assumed, the independence of the students is neglected, and the educational activities are managed by the teacher.

For this reason, it became necessary to use modern pedagogical technologies in the process of teaching geography in order to make students a full-fledged subject of educational activity, humanize and democratize pedagogical relations, and increase the effectiveness of teaching. Below we have prepared a model lesson project on pedagogical technologies for teaching the topic "Hydrosphere" in the 5th grade "Natural Geography" classes of general education schools.

Lesson topic: Hydrosphere

The purpose of the lesson:

Educational: Providing students with information about the hydrosphere and its types and formation.Tarbiyaviy: Encouraging students to read literature outside of textbooks, educating them in the spirit of action to achieve their goals, forming the skills to work as a team, to feel responsibility in the performance of a given task.

Developer: to teach students to think independently, to develop the culture of speech, to direct them to self-management, to develop the characteristics of responsiveness and resourcefulness.

Teaching equipment: computer, video projector, hydrosphere and tables describing its types.

Class type: mixed.

Type of lesson: non-traditional.

Organizational part: greeting, attendance determination. Mathematical figures of various shapes are given as incentives ("5" is a red pentagon, "4" is a green rectangle, "3" is a blue triangle, and a yellow circle for an incorrect answer). At the end of the lesson, the group that collected the most mathematical figures is the winner.

The rules for working in 5 groups of students are developed and written on the board.

Group I - World Ocean

Group II-Waters on land

Group III-Glaciers

Group IV-Groundwater

Group V - Waters in the atmosphere

The groups are given assignments on the hydrosphere and its types. Each group explains the name of their group. After that, they will draw the components of the

hydrosphere formed under the influence of the names of these groups in the album, and they will ask questions to strengthen them and give them a task for homework. In short, the importance of geographic games in teaching this subject is high. In game lessons, all students work together, which leads to serious preparation and research of students based on their own knowledge.

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