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INNOVATIVE APPROACH TO CREATING EDUCATIONAL TASKS FOR THE SUBJECT OF THE ECONOMIC AND SOCIAL GEOGRAPHY OF THE WORLD

Abstract: In this article the author highlighted reforms in the educational system, teaching geography in the educational system abroad. The important issues of creating innovative educational tasks in the subject of social and economic geography. It also includes examples from educational tasks.

Key words: education, developed countries, economic and social geography, geographic information, educational task, innovation, urbanization, race.

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Introduction

The social and political events that are happening now have affected every sphere. Including the educational field where new theoretical and practical approaches and methods have become the necessity of today. Currently, the subject of “Economic and social geography of the world” faces the important and pressing matter of increasing effectiveness by developing the necessary knowledge, skills, and experience together with uplifting the subject to the world standard and increasing the interest among students, helping them understand that their theoretical knowledge is widely connected with their practical one by using innovative approaches of teaching.

According to the President of our country Sh. Mirziyoyev, “Now that our country has entered a new stage of development, large-scale changes are taking place in all areas based on the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021.

The success of these reforms is inextricably linked with the development of science, the educational system to be among the developed,

modern countries of the world and be competitive...”

[1] concerning this idea we need to raise the spiritual, moral and intellectual development of the younger generation in our country to a qualitatively new level, implement the priorities of the introduction of innovative forms and methods of teaching in the educational process.

Based on these tasks, several activities are being carried out in secondary schools, including geography, as well as all other subjects.

Main text

The subject of geography has a unique philosophy of learning, its learning methods, techniques, and analysis are also unique, where there is a need for different thoughts, suggestions, and research. It depends on the teaching design, which is about the level of presentation and innovation. The concept of choosing the methods-is taking into account the number of students. If their numbers are small active teaching methods can be used and the process of teaching could be carried out smoothly. If there are many, the lack of time to pay attention to each of them makes it difficult to manage students,

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and it is necessary to conduct them in groups using interactive teaching methods. The great thinker Al-Farabi, in his explanations of teaching methods, emphasizes the need to convince students of the need for independent knowledge, as well as to provide them with a variety of knowledge, as well as ways to learn independently [2, p.152].

In the developed countries of the world, attention is paid to the qualitative aspects of the content of teaching geography, mainly focused on the formation of skills and abilities in students. In these countries, geography education is more about the problems of science, the study of different theories and laws, categories, and factors. This makes it more difficult for students to master the subject.

In developed countries, especially in the United Kingdom, France, Germany, Hungary, Finland, the spiritual aspects of education play a key role in the teaching of geography, and much attention is paid to the study of the psyche of students.

Research in the teaching of geography is almost impossible without the participation of psychologists. Various texts, interesting role-playing games, exemplary imitations are widely used in teaching geography. For example, a student thinks as the president of a company, acts, solves a problem, draws his conclusions. The main purpose of education is to prepare students for future life, to be independent, to be interested in entrepreneurship, entrepreneurship. Digital information is almost non-existent in the text, and the existing ones are comparative, and their coverage in the form of the lowest, the highest, the smallest, the tallest, the longest, also increases the student's confidence in learning the subject.

In our country, as in other developed countries, the use of modern pedagogical technologies to increase the effectiveness of teaching the subject "Economic and social geography of the world" to increase the effectiveness of students through unconventional, unconventional approaches, initiatives. Creating innovative methods and creating improved textbooks and manuals for problem and learning tasks, organizing lessons based on innovative approaches, creating assignments, the issue of widespread use of pedagogical technologies is becoming increasingly important.

In modern textbooks, the questions and assignments given after the topic or section reflect the

content of the topic, but most of them are problem-based assignments, and it is advisable to use innovative approaches instead. Especially in the study of the world economy and the countries of the world on the subject of "Economic and social geography of the world" special questions for working with computers, interesting assignments, geographical maps, schemes, diagrams, pictures, mathematical modeling, statistical methods, various The role of practical games, tests, discussion questions is appropriate in the acquisition of geographical knowledge.

At present, our country is trying to prepare textbooks and manuals based on scientific methods and design following the content of each topic, as in foreign countries, taking into account the educational value of education [3, p. 156].

Prioritizing educational content aimed at developing students' thinking skills should be a priority. It requires teaching technology and careful planning of each educational task performed by the student [4, p. 143]. To do this, it is important to create non-standard tests in the classroom, problem-based and research-based assignments in different areas, interesting methods following the innovative approach, and the preparation of textbooks, which requires such an innovative approach in their work. The students are required to have mastered the methods of consistent application with a full understanding of the essence.

In the field of the economic and social geography of the world, given the variability of various data on the world economy, location and development of industries, socio-geographical development of the world, additional innovative approaches to help explain some topics for school teachers, it is necessary to prepare and improve training and methodological manuals, instructions and keep on improving them.

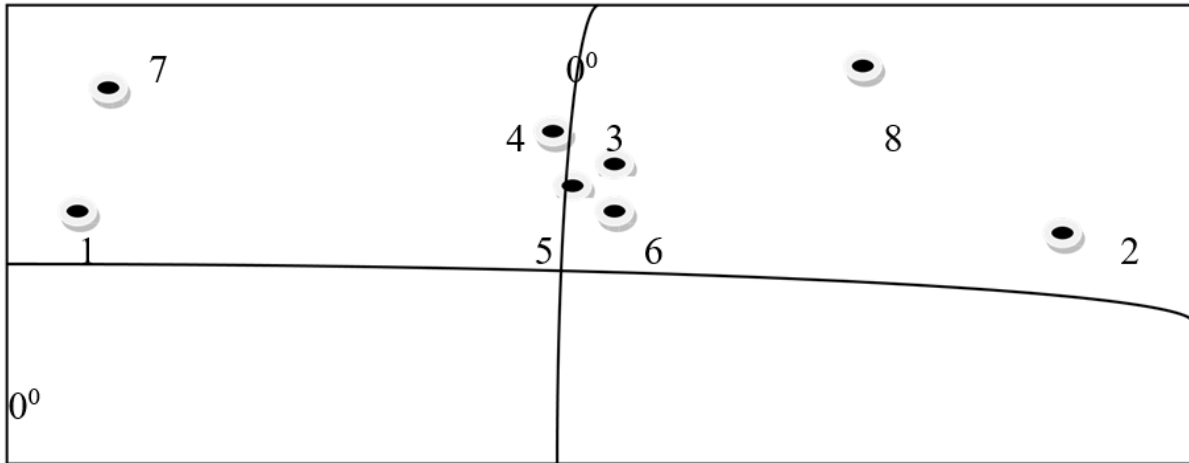
In the field of the economic and social geography of the world, the breadth and richness of the student's imagination, taking into account the interesting subject matter, without compromising the psyche of students, gives high results.

Here are some examples from an interesting set of independently created assignments on the subject of the economic and social geography of the world.

1. Find the location of the eight countries of the world with the level of economic development in the world by imagining them on the map [5].

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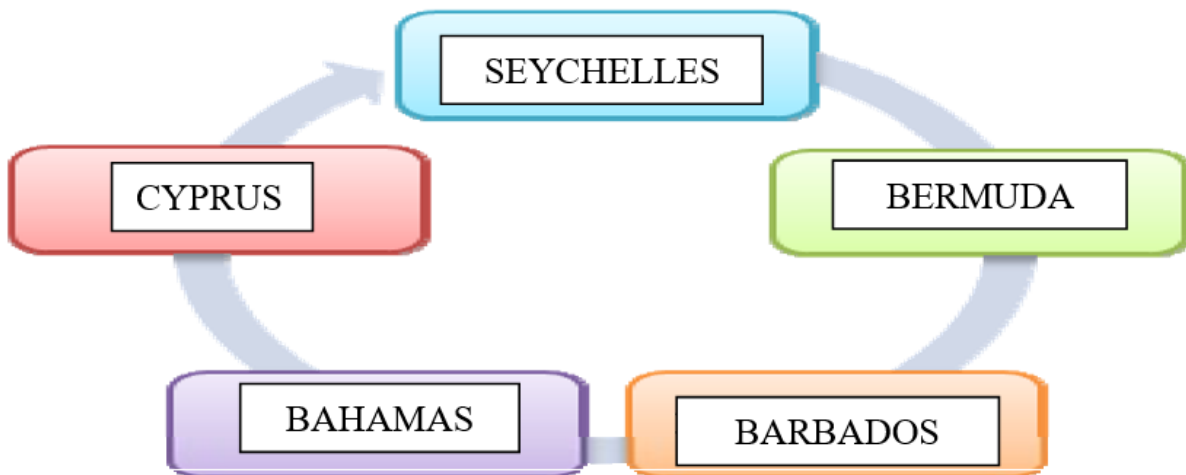
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Answer: 1) the United States; 2) Japan; 3) Germany; 4) the United Kingdom; 5) France 6) Italy; 7) Canada; 8) Russia.

2. In the diagram below, place the following islands, which are the main sources of income for tourism. Barbados, Seychelles, Bahamas, Cyprus, Bermuda [6].

Answer:



3. Determine the order of the centers of the Chinese machinery industry [7].

Question	Answer
1 Tyanszin	3 Shanghai
2 Changchun	6 Shenyang
3 Shanghai	1 Tyanszin
4 Beijing	4 Beijing
5 Harbin	2 Changchun
6 Shenyang	5 Harbin

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4. Pair the countries with their capitals [8].

Malaysia	Tripoli
Taiwan	Cairo
Libya	Taiwan
Egypt	Kuala Lumpur

Answer:

Malaysia	Kuala Lumpur
Taiwan	Taiwan
Egypt	Cairo
Libya	Tripoli

5. Separate the numbers in Asia according to their location in the open basin and the closed basin [9; 10].

- | | |
|---------------|-----------------|
| 1). Japan | 6). Turkey |
| 2). China | 7). Bhutan |
| 3). Nepal | 8). Laos |
| 4). Singapore | 9). Malaysia |
| 5). Iraq | 10). Uzbekistan |

Answer:

Depending on the location of the country	Answer number
Open basin	1,2,4,6,9
Countries in a closed basin	3,5,7,8,10

Conclusion

In conclusion, it can be said that the use of innovative learning tasks, problems, tests, various texts, imitations, fun games, etc. in the lessons of the economic and social geography of the world increases the interest of students in the subject. The increase in efficiency can be achieved with innovative approaches of the teacher in the classroom and this can allow students to get more accurate results and makes

it easier to monitor and evaluate knowledge, skills, competencies, and comprehension. The accurate and easy assessment shows the mastery of the subject. It is indeed possible to increase the interest of the subject among students with the usage of innovative methodologies of teaching.

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