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THE USE OF ACTIVE EDUCATIONAL TECHNOLOGIES IN TEACHING THE SUBJECT «WORLD ECONOMIC AND SOCIAL GEOGRAPHY»

Abstract: This article stressed about the current issues of teaching the subject "World Economic and Social Geography". Peculiarities of the use of innovative technologies in the acquisition of science by students in secondary schools. Technologies that increase students' activity in the classroom are highlighted.

Key words: World economic and social geography, course, topic, section, D.E.S, countries of the world, technology, "Star technology".

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Introduction

The subject of "World Economic and Social Geography" has a place and prestige, as well as scientific and practical significance, among other disciplines. It explores what regions do, their economic capacity and specialization, and the geographical differences in people's social life. Another unique feature of this subject is that it requires an expert to be both a geographer and an economist at the same time, studying, evaluating and predicting everything through the region, from the point of view of the region. [97;3]. While acknowledging this feature, it should be noted that along with the development of the subject "Economic Geography", it is important to conduct geography education in accordance with modern requirements. We mentioned to the problems associated with the acquisition of the subject "World Economic and Social Geography" by secondary school students, the growing importance of geographical knowledge in preparing them for employment. World geography is now rapidly penetrating various areas of our lives. The importance of this science is that it is increasingly associated with the development of science and technology. No matter what profession students choose, it requires them to

have a broad outlook, logical thinking, geographical insights, and the ability to apply it in their professional field.

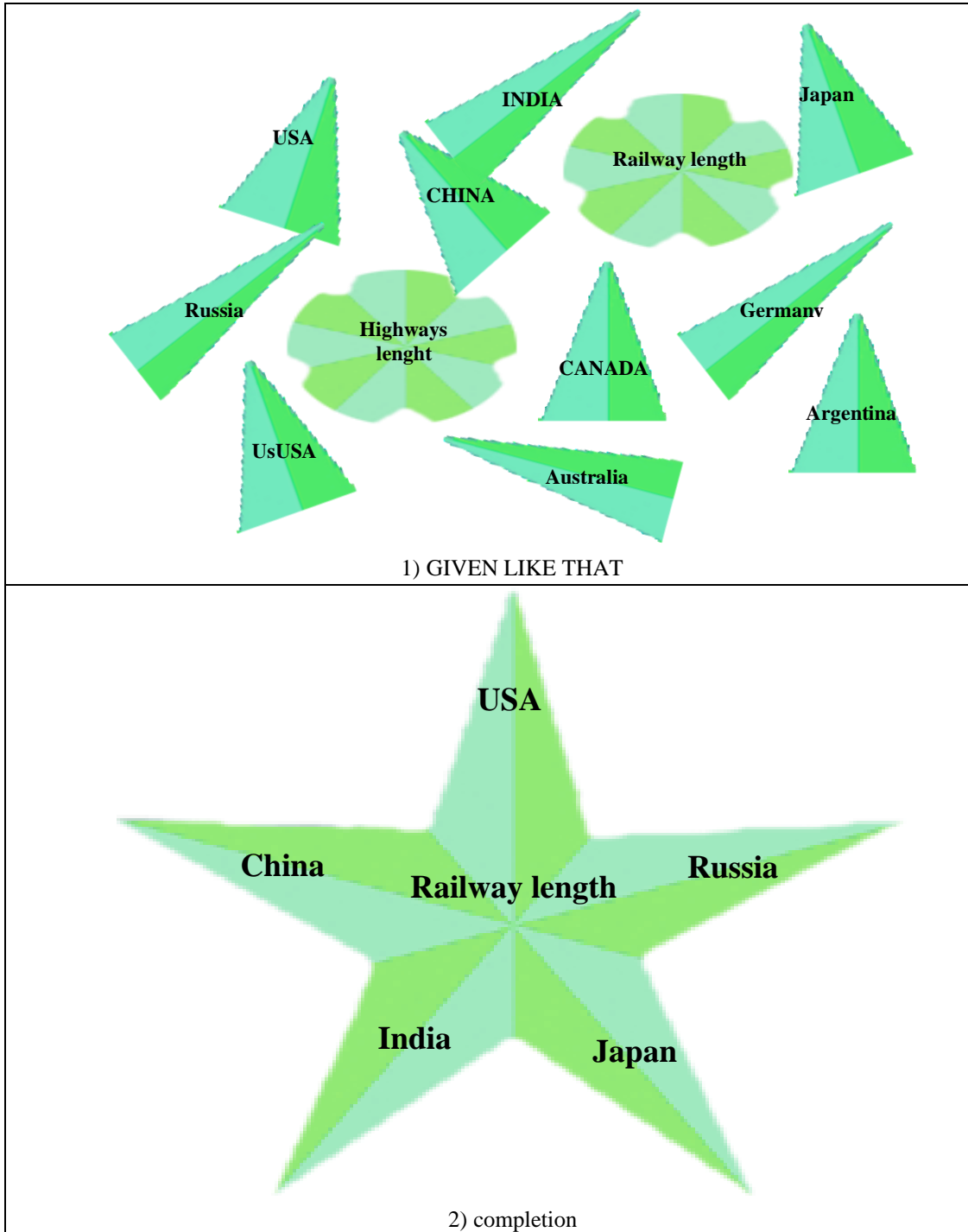
Methods are selected depending on the geographical content of the subject, the course, topic, section, and specific learning objectives of the course. The task of the teacher is to take measures to eliminate the shortcomings identified in the learning outcomes of students, to form pedagogical skills. Because a large part of a teacher's success in teaching science depends on the teacher's performance. The main content of SES in teaching science is the study of economic indicators, statistics, their potential, international relations and the formation of knowledge, skills, competencies and competencies in students on the basis of the subject "World Economic and Social Geography". As a result, new innovative technologies in science teaching have been developed. The developed technologies focus on the individual components of students, including interest and teaching in geographical education, improving the geographical culture of students, the practical importance of the studied geographical materials, the need for education, the formation of the student's personality.

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"Star" technology has been developed in teaching science. This technology was discussed on the example of "World Transport". In the process of getting acquainted with the topic, students develop knowledge and skills about the most developed modes of transport, the countries with the highest length of roads. The advantage of this technology is that

students will be able to find the desired state from the handouts and create an asterisk shape based on these handouts. Parts of this asterisk fully cover the modes of transport, the world's leading countries in terms of development. For example, to find the leading countries in the length of the "Railways" and "Highways".



Picture 1. Drawing and execution of "Star" technology

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As a result of the use of "Star" technology, students will be able to determine the level of development of global transport networks at the national level and fully cover the topic. Students' activity in the classroom develops through competition, cooperation, mutual assistance. At this point, an emotional situation arises. Emotional knowledge and skills are imprinted in a person's memory for a lifetime. The application of "Yulduzcha" technology is effective not only in the teaching of "World Transport", but also in all subjects of "World Economic and Social Geography".

Important aspects of students' educational and cognitive activities are its independence, the effectiveness of their aspirations, and their focus on the geographical materials provided. Based on the above and other definitions, the stages of mastering educational and geographical materials are distinguished. The first stage is recognition, recognition of geographical concepts (objects), substantiation of differences and similarities;

The second stage - efforts to restore the educational geographical materials (object of study) at the level of memory; The third stage - improvement of educational geographical materials (object of study) at the level of comprehension (conscious repetition),

description and analysis of the movement with the object of study; The fourth stage is the application of geographical knowledge in the modeled state, the implementation of actions with clearly defined rules, the application of knowledge on the basis of a generalized algorithm to solve new learning problems;

The fifth stage is the application of geographical knowledge (skills) in an unknown situation, solving new tasks, creative transfer of knowledge (independent use of previously acquired knowledge in a new situation, problem solving, problem solving and how to solve it, etc.). The following results are achieved through the effective and correct selection and use of innovative methods in teaching "World Economic and Social Geography":

- to engage students in the topic of the lesson;
- to achieve thorough mastery of knowledge;
- to develop the child's thinking, that is, to teach the student to think;
- creating conditions to ensure the active participation of all students in the educational process;
- creating a moderate psychological climate in the student group;
- the correct choice of methods used in the course and the clear formulation of the questions to activate the students give great effect.

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