

**SECONDARY SCHOOLS 8TH GRADE IN THE SUBJECT OF
ECONOMIC AND SOCIAL GEOGRAPHY OF UZBEKISTAN THE USE OF
ORAL METHODS IN TEACHING THE SUBJECT OF THE TASHKENT
ECONOMIC REGION**

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Abstract: Within the basic methods of obtaining knowledge of students based on teaching methods of socio-economic geography of Uzbekistan, a special place is occupied by the teacher's lively speech, that is, the method of oral statement. The vividly told topic quickly reaches the reader's mind, encouraging them to make separate conclusions on the topic. Oral speech is a force that, without developing the elements of the student'S BKM in the lesson, they have to educate in the spirit of love for the motherland. In this article we will talk in detail about the use of oral methods of education in the lesson of the Tashkent economic region of the social economic geography of Uzbekistan.

Keywords: live speech, verbal statement method, story, explanation, problem situation strategy.

Introduction

A number of decisions are being made to improve the quality of Education. New schools are also being built, reconstruction works are being carried out in several schools, and classrooms are being equipped in accordance with world requirements, and the status of a “teacher” is being further promoted.

As a clear example, the president of the Republic of Uzbekistan Sh.M.It is permissible to cite the fact that Mirziyoyev signed a decree on September 5, 2018-on the development of a draft law “on the status of a teacher”. As we all know, an important task for each teacher is to provide quality education to the younger generation.

In order to organize classes in schools in an interesting and effective way, the teacher puts into play knowledge, talent and, of course, the opportunity he has. A teacher should be able to fully win the respect and affection of students through creativity, work on himself, tireless search, the ability to create, and only then - to achieve the great status of a “teacher”. Therefore, today it is an urgent task to scientifically and methodically study the conditions created in schools in our republic for classes in certain subject areas and their organization. In particular, one of such branches of science is geography.[1]

Within the basic methods of obtaining knowledge of students based on teaching methods of socio-economic geography of Uzbekistan, a special place is occupied by the teacher's lively speech, that is, the method of oral statement. The vividly told topic quickly reaches the reader's mind, encouraging them to make separate conclusions on the topic. Oral speech is a force that, without developing the elements of the student'S BKM in the lesson, they have to educate in the spirit of love
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for the motherland. The logic in the teacher's speech, the tone of speech, the expression of the accent, the liveliness and persuasiveness of the proofs have a strong influence on the minds, feelings of the reader-youth, teach them to think independently. A lively speech on the topic also gives way to understanding the content of other resources in the study of students: visual aids and texts, independent work on them, reasoning. And this task is one of the most important tasks facing the younger generation at the moment.

LITERATURE ANALYSIS AND METHODOLOGY

The goals and objectives of the subject of geography are changing and reforming at different times. Determining the purpose of teaching has long been considered one of the most important problems of didactics and teaching methodology. With how to solve this problem, the structure, content and types of teaching methods of school geography depend. In recent times, much attention has been paid to the problem of developing the purpose of teaching, mainly during the XX century. Even more attention is paid to this problem in connection with the change in the content of geography education in present-day Davir. [2]

In the development of geography in Russia and the methodology of its teaching M.V.Lomonosov X.Chebotarev served big. In the second half of the XVIII century X.Chebotarev published his textbook on the geographical and methodological description of the Russian Empire. During this period, geography was taught in two classes: general geography in Grade III, Russian geography was taught in Ivsinf.

At the beginning of the XIX century, geography education was introduced in all educational institutions in European countries and Russia. From the 3rd to the 8th grade of the 7th annual gymnasiums, the subject of geography was studied. The amount of weekly hours on the subject of geography was 14 hours. Eat during this period.F. Zavyalov, K.P.The subject of geography was studied in Arsenov textbooks.

In the development of the methodology of teaching geography at the beginning of the XX century D.N.Anuchin, N.Revskiy, A.Sakalev, E. Petri, Ya.Rudnev, V.Budanov, S.The work of arzhanov and others will have a great morality. Oberlender's methodology was further improved and developed by these scientists. [3]

X.B.Nikadambaeva, D.I.Ro zieva, Z.A.In his book the possibilities of teaching the geography of Central Asia using interactive techniques (methodological guide), the American psychologist scientists R.Carnikau and F.According to the studies of macelrow, the natural physiological and psychological capabilities of the individual make it possible to preserve the knowledge acquired in certain forms to varying degrees. That is, a person(reader): 10 percent when reading the source himself, 20 percent when hearing Information (Information), 30 percent when seeing an event, employee or process that happened, 50 percent when seeing an event, employee or process, 50 percent when hearing information about them, 80 percent when connecting information (information)himself (when he speaks, demonstrates his knowledge), mastered knowledge (information, he wrote that when they applied information) to their activities (the knowledge that they learned in theory introduced

information and skills into practice), they were able to keep 90 percent of the amount of information in mind. [4]

In the education of socio-economic geography of Uzbekistan, the methods of oral statement are one of the main methods of providing knowledge. Because, when applying all kinds of these teaching methods, this method will definitely be used in one form or another. The teacher's oral statement on the topic of the Tashkent economic region must meet the following requirements:

- scientifically, the text of the topic should be correct and scientifically based;
- knowledge should be logical;
- knowledge should not be complicated for students, it should be easy and understandable;
- it is necessary that his oral speech consists of interesting facts when the teacher explains the subject;
- the statement should be in moderation and readers should have time to record it;

- the oral statement on the subject must be accompanied by other techniques;
-in the oral statement, the teacher, using literary languages, should have a well-developed speech. When the methods of oral statement are used correctly in the lesson of the Tashkent economic region of the socio-economic geography of Uzbekistan, it serves to develop the following features in students:

- develops the teacher's skill to keep track of thoughts;
- Receives well the geographical knowledge of the subject and the connections between them;

- In the verbal statement on the topic, the skill of mastering the main idea is formed. The disclosure of educational material by the teacher in a specific logical direction contributes to the development of thinking in students. One of the advantages of the oral statement method is that it gives a certain volume of material in 15-20 minutes and effectively uses time. There are also disadvantages along with achievements in a number of oral statement techniques. At some times, verbal narrative techniques can become the main teaching method, in which students do not form skills to perform independent work or little attention is paid to these activities.

Results

Hearing skills are gradually formed in students. Therefore, in different classes, the duration of the oral statement varies. In the lower grades, the verbal statement is shorter, and in the upper grades it can fully master the lesson. Oral teaching techniques are divided into the following types:

1. Explanation;
2. History;
3. Conversation;
4. Ma Rose;
5. Reading and Conversation.

In the lesson of the Tashkent economic region of the socio-economic geography of Uzbekistan, we will consider one by one using the above verbal methods.

Explanatory method is a form of acquisition of textbooks and other teaching materials and is used to more widely reveal to students the natural and economic-social geographical processes on the topic of the Tashkent economic region.

For example,-due to the convenience of its geographical location, the city of Tashkent has been in the status of the capital of Uzbekistan since 1930.

- The influence of the capital in the specialization and socio-economic development of Agriculture of almost half of the rural districts located in the Tashkent region (Yangiyul, Kibray, Bostanlyk, Parkent, Middle Chirchik, Tashkent and Zangiota districts) is important. Because, in the districts adjacent to the major city, socio-economic changes are accelerated.

-The territory of the economic region consists of various forms of relief. This creates great opportunities for both industry and agriculture.

- In terms of the variety of fossil resources, not a single region can compare with the Tashkent Economic Region.

- almost 1/5 of the population of our country lives in this region.

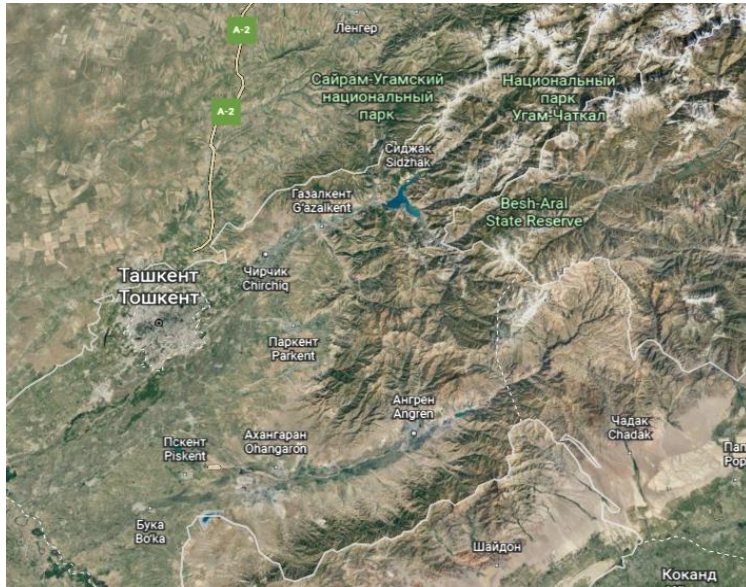
-2/3 of the gross industrial product corresponds to heavy industry.

Narrative method-this method is a form of educational material and statement of a textbook, which has mainly a descriptive nature. In this method, the teacher communicates more with the students. With the help of the story, this method is widely used in teaching the Tashkent economic district with students on questions and unanswered topics.

For example; what factors cause the formation of the relief of the Tashkent economic region, the sides of discomfort and comfort in the relief, the main branches of Agriculture and Industry, their dependence, etc.

In this lesson, the teacher, through the card, divides the characters characteristic of the economic region, thereby forming concepts and representations in them. The educational and educational significance of this method depends on the correct and accurate selection of facts on the topic. Through the content of the story, students are joined by their experience through the story told by the teacher, generating experiences and emotions in it.

The method of conversation is a question and answer form of mastering and testing the knowledge acquired as an educational method. In this, the main place in the



method is occupied by the teacher's question and the teacher's answer. That is, the teacher is faced with questions to his students on the topic, and questions are answered by the students. For example, what is the length of a large Uzbek tract? Answer (700 km); what is the first Level Road in our country?

(Tashkent-Chirchik-Gulistan highway) and b. In the method of conversation, it is also possible to address questions of activity of the students 'team, their thinking,

work with the textbook and the use of additional materials by putting any problem into the Middle using problem educational technology in order to test the students' team's knowledge on the topic. For example, explain how the Tashkent economic region plays a role in the industrialization of the Republic.

Lecture method-in this method it is understood that the topic is stated on the basis of fluency, scientific and consistency. The lecture lasts about 30-40 minutes. The rest of the time is occupied by the organizational part and btopshiriks to the House. Its effect is higher if these techniques are mixed with other methods of verbal techniques and carried out meaningfully. The lecture requires careful preparation from the teacher in the course of the lesson.

When preparing for a lecture at the lesson of the Tashkent economic region of the socio-economic geography of Uzbekistan, it is advisable to work on the following program:

- Thorough study of educational materials and textbooks on the topic of the Tashkent economic region.
- Enrichment with additional materials and most internet information on the topic.
- Preparation of the plans of the lecture, which should specify the tasks, equipment of the lesson, the activities of the teacher and the student, as well as the assignment to the House.

Reading-although this method is considered effective, it gives a good result to conduct it in close connection with other methods of Education. Through this method, the learner increases their passion for the lesson, serves to develop their skills, such as researching them, working on themselves.

Conclusion

In conclusion, it is worth saying that oral education is important in the formation in our students as a person who has fluent speech and takes his position on something.

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