



DEVELOPMENT HISTORY OF USE OF INTERACTIVE GAMES IN GEOGRAPHY EDUCATION AND PSYCHOLOGICAL-PEDAGOGICAL FUNDAMENTALS

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ABOUT ARTICLE

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Abstract: The article reveals the development history and psychological and pedagogical foundations of the use of interactive games in geography education. Existing problems related to the use of games in geography education are studied, and methodical instructions and recommendations for their elimination are given on a scientific basis.

GEOGRAFIYA TA'LIMIDA INTERFAOL O'YINLARDAN FOYDALANISHNING RIVOJLANISH TARIXI VA PSIXOLOGIK-PEDAGOGIK ASOSLARI

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MAQOLA HAQIDA

Kalit so'zlar: geografiya, interfaol o'yinlar, geografik o'yinlarning rivojlanish tarixi, psixologiya, pedagogika, ta'lim samaradorligi, geografik bilim, o'qituvchi, talaba.

Annotatsiya: Maqolada geografiya ta'limida interfaol o'yinlardan foydalanishning rivojlanish tarixi va psixologik-pedagogik asoslari ochib berilgan. Geografiya ta'limida o'yinlardan foydalanish bilan bog'liq mavjud muammolar o'rganilib, ularni bartaraf etish bo'yicha ilmiy asosda uslubiy ko'rsatmalar va tavsiyalar berildi.

ИСТОРИЯ РАЗВИТИЯ ИСПОЛЬЗОВАНИЯ ИНТЕРАКТИВНЫХ ИГР В ОБУЧЕНИИ ГЕОГРАФИИ И ПСИХОЛОГО-ПЕДАГОГИЧЕСКИМ ОСНОВАМ

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О СТАТЬЕ

Ключевые слова: география, интерактивные игры, история развития географических игр, психология, педагогика, эффективность обучения, географические знания, учитель, ученик.

Аннотация: В статье раскрывается история развития и психолого-педагогические основы использования интерактивных игр в обучении географии. Изучаются существующие проблемы, связанные с использованием игр в обучении географии, и на научной основе даются методические указания и рекомендации по их устранению.

INTRODUCTION

In the Republic of Uzbekistan, since the first years of state independence, special attention has been paid to the education and training of young people, as well as their physical and intellectual development. In particular, the Law of the Republic of Uzbekistan "On Education" and "National Personnel Training Program" adopted on August 29, 1997, and the Law "On Education" on September 23, 2020 young generation to be adopted again maturity is evidence of a genuine concern for the development of the continuing education system.

THE MAIN RESULTS AND FINDINGS

Educating schoolchildren, forming them in the spirit of knowledge, patriotism, national pride, and fulfilling the urgent tasks of raising them to maturity is an urgent responsibility for every employee in the field. Achieving this is necessary to create the most optimal content, form and methods of improving general secondary education. The formation of a child as a human being depends, first, on the conditions and educational activities in the family and in the kindergarten. They consider it good. Therefore, we should not spare our resources and opportunities for the development of our children. An important task of restructuring the educational process, which allows for the formation of a perfect personality, is to increase the effectiveness of school education. The effectiveness of education is provided by the suitability of the educational content to the goals and tasks, its scientific basis, consistency, connection with life, as well as the selection of a set of methods, forms and tools suitable for the content. One of the main conditions that ensure the effectiveness of education is the promotion of a positive attitude of students to learning and the use of various educational tools. Among these tools, advanced pedagogy geographic interactive games, which are considered an important component of technology, occupy an important place. Although the idea of using games is relatively old, in the 1960 s American and British scientists raised it to a much higher level, and its advantages began to be scientifically and methodically proven. To date, training in the educational system of developed countries cannot be imagined without simulation games, including computer games. After all, by using computers in classes, students' interest is increased and that's it as a result, it was determined that the effectiveness of education can be achieved. In recent years, scientific-methodical works of scientists such as P. Musayev, R. Gurbaniozov, O'. Safarov, A. Haitov have appeared on issues of using various tools, methods, and games to improve the effectiveness of geography education. In the works of these scientists, various interactive games were recommended for use in geography lessons and extracurricular activities, and methods of their organization were developed.

"It is impossible to give strict instructions about which of the types of games to use and when. Because geographic games (in general, geographic games) are the subject of each lesson. It is organized according to the content to be studied". So, it is necessary to divide geographic games into topics according to their type, to organize them, and to determine which ones should be used in certain topics. The study of the practice of republican schools showed that the science of geography teachers highly appreciate the possibilities of students' game activities. In the experience of schools, geography lessons and extracurricular activities include quiz games, map tours, press conferences, chainwords, crosswords and trying to use games like annogram. However, the experience of using games of this kind in the system of non-traditional forms of

organization of geography education is not widely popular in the republic. The main reason for this is that guidelines for the use of geographic games have not been developed in the context of changing pedagogical technologies, and its types and advantages have not been sufficiently promoted. Solving this conflict in the field of using games in geography education was considered the main problem of the article. "Geographical games are a versatile tool. We know very little about its properties. But it can be said with confidence that this is an independent activity that allows the comprehensive development of a person, a tool that organizes and unites a team, and other types of activity is a method of organization, a factor of pleasure and a way of obtaining ideas". So, geographic games appear as an activity, a tool, a method, a factor, and a way. Geographical games are considered by psychologists and pedagogues as an interesting form of education for children (D.B. Elkonin), tool (A.I. Sorokin), weapon (S.I. Yanovskaya), method (O.S. Gazman). showed that their certain, strict pedagogical direction and composition are not defined. During the writing of the article, looking at geographical games as a means of increasing the effectiveness of education, the following methodical instructions were given for its organization: Analysis of relevant scientific and methodical literature and observation of practice allowed to draw such conclusions gave: the issue of using geographic games in lessons has attracted the attention of scientists, teachers and methodologists, but this issue has not been specifically studied as a problem in the field of geography education methodology. As a result of the wrong structure of students' educational activities, education becomes superficial and abstract. It is also possible to organize a group of students using geographical games. After all, during the educational process, working in groups provides an opportunity to plan educational tasks together, to think about educational resources together, to discuss in cooperation, and to monitor each other. Not only individual, but joint work with students, planning activities for the benefit of the team, general creativity, these are the main methods of school education. It is geographical in the implementation of the idea the use of games is important. Today, the technology of organizing unique geographic games is being developed: "games-lessons" are being held. The didactic purpose of such geographical games is to generalize and strengthen knowledge, to develop students' theoretical and creative abilities, to form confidence in them, to accustom them to justify their opinions. Consists of Approving the periodization of the history of the use of geographical games in geography lessons in the above order, it is necessary to supplement it with the following considerations:

- Firstly, geographical games were mainly used outside of class, and only some parts of geographical games were used in classes.

- Secondly, the main purpose of using geographic games was to interest students in the lesson. Consolidation and generalization of students' knowledge, the issue of using geographical games in acquiring new knowledge is not paid attention to.

- Thirdly, the organization of geographic games related to the content of geography education, that is, the technology of education and geographic games is not shown. As mentioned above, in order to ensure the effectiveness of education, the methodology of organizing and using geographic games is scientifically comprehensive research was not done, only in some cases, a partial opinion was given on the issue of using geographic games.

Foreign experiences of using geographic games in geography education are very interesting. In particular, in the 60s, the idea of using geographic games in geography lessons was raised in the schools of the United States and England. USA and England in 70-80 years teachers effectively used 30-40 types of geographic games in geography lessons. Even today, foreign pedagogues highly appreciate and widely use the use of various geographical games in classes. Geographical games in lessons their main goal was to convey to students the connection of man with nature and the surrounding environment through the use of it, and it is still being done in this way today. For example, if a geographical game of coal extraction from a mine is organized; all students of the class will participate. One of them stands in the coal basin, the second carries the coal up, and the third is on duty in front of the lifting machine. and so on. Through this example, the integration of the technology of production, education and geographic games is realized. Then a number of problematic situations are solved: the order in which a mine explodes, determining the causes of the explosion. If the students have difficulty in understanding and doing the work, the teacher helps.

CONCLUSION

The following can be said, in the explanatory letter and content of school natural geography curricula, more attention should be paid to the organization of various types of activities of schoolchildren in the process of geography education, to conduct such games the most favorable situations for: the existence of a problematic situation, a clearly expressed practical direction of the material, it is aimed at educating students, showing the need to repeat and systematize the acquired knowledge, at the same time it is appropriate to reveal the technology of geographic games in the manuals, describe the stages of conducting games, give examples of formalizing game results, and plan games in a thematic manner, determine the place of holding this or that game .

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