INCREASING THE EFFICIENCY OF USING MODERN TECHNOLOGIES IN SCHOOL GEOGRAPHY CLASSES

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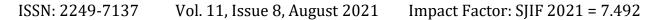State University, UZBEKISTAN

ABSTRACT

The educational process today is unimaginable without modern technology and IT devices. Modern technologies, including computers, video projectors and other devices, help the teacher to organize the communication process effectively. During the lesson, students will have a better understanding of the topic of the lesson and the object of study will help to form an idea of the process or event, as well as improve the quality of the lesson.

KEYWORDS: *Computer, Projector, Laboratory Equipment, Information And Technical Means (Devices), Visual Aids, Symbols, Textbooks, Manuals, Radio.*

INTRODUCTION

They are innovating in their work based on the requirements for educators. In the process of educating the younger generation, along with the use of science, technology and best practices, modern pedagogical technologies are effectively used. This process increases the responsibility of teachers. What is pedagogical technology? How and where can we use it effectively? To answer such questions, do we first need to study the teaching process, the teacher and the student? Lessons are the collaborative, productive work of a teacher and a student. Positive organization of the lesson, efficient use of time, the right choice of lesson objectives, the ability to apply the methods in their place, to create a positive-emotional environment in the classroom by cooperating with students is the main activity. Teaching students to read, to help students acquire knowledge independently from teaching, and to understand and apply modern pedagogical technologies in a variety of ways to achieve a positive outcome in the classroom requires skill on the part of the educator.

Relation of educational content to interactive methods

Thus, we have described an integrated approach that identifies the first important condition for improving the choice of teaching methods, their systematization, and their application in the practice of planning the learning process. Criteria for the selection of traditional methods in pedagogy have been extensively developed, and in recent years in the works of didactic scholars more than twenty of them are cited.

The criterion for choosing interactive methods is that they are highly focused on solving problems in the development of education and upbringing. This criterion is introduced by assessing the ability of different methods to solve problems in one area or another, as their ability to master the elements of social experience varies.

The next criterion for choosing interactive methods is their relevance to the nature of the content. The content of the method is also defined as part of the movement. There is no doubt that this criterion will be taken into account from this bus. One method reveals the content of the topic in more detail, while the other allows you to master it positively. Another criterion for choosing interactive methods is that they are fully compatible with the learning opportunities of students, that is, to ensure the unity of internal and external conditions for effective learning activities. The use of interactive teaching methods should be tailored to the individual capabilities of the educator.

The next criterion for choosing interactive methods is their compatibility with the forms of organization of the learning process. By the way, general, group and individual forms of teaching require different methods. the participation of all students in the group will be required. Conformity of interactive methods to the principles of pedagogical technology is a generalizing criterion. Based on the general purpose of education, the allocated option is analyzed and evaluated, taking into account the need to address educational and developmental issues at the current stage of teaching. One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. formation, as well as monitoring the activities of students, the assessment of the level of knowledge, skills and competencies acquired by them requires from the teacher high pedagogical skills and a new approach to the educational process. Pedagogical technology is subjective in nature, that is, each educator must organize the process of education and upbringing creatively, based on their abilities and professional skills.

The development of education can be expanded by the increase in the number of subjects and the number of subjects studied. Not only is it important to increase the number of subjects and increase the workload of students, but also to improve the skills of teachers so that they can teach the subjects they teach in a comprehensive and modern information technology. An intensive way of developing education requires, first of all, a change in the method of teaching, the search for ways to provide additional knowledge. Knowing how to work independently with information, finding, comprehending, and finally combining new knowledge based on existing information can be the most promising way to develop this learning process.

Recently, with the widespread use of personal computers, the acquisition of knowledge through the Internet and special educational computer programs has been developing. Requires an assessment of the reliability of knowledge obtained from an Internet source. The issue of trust in

sources of information is not discussed at all in traditional teaching methods. There are many opinions about the impact of the Internet and the media on the education system and the worldview of students and teachers. Shortcomings, whether known or unknowingly, by textbook and program authors, reporters, and commentators, etc., can affect the correct understanding of existence.

Incorporating different sources of information into the actual learning process, assessing trust in these sources of knowledge, and finding other, more reliable sources should lead to an increase in students' interest in working independently. It is also important to compare and summarize knowledge from different sources, and to know how to creatively process it. Sometimes, instead of preparing an essay on the chosen topic, the student is offered as a test of knowledge (what is an essay, the rules of writing it, other information necessary for proper work with essays are not studied in the school curriculum) and as a result, a simple download of ready-made abstracts, usually found on the Internet, occurs. Instead of expressing and expressing one's own opinion, the student is replaced by copying the opinions of others and presenting them as one's own without realizing it.

Such problems can be prevented only with the help of special methodological developments in the field of working with different sources of information, including materials provided in technical means (computer, television, etc.). Research in this area is being conducted in the field of media education combined with education. The development of a media education standard combined with a variety of school subjects is a major contribution to preparing educators and students for life in a large information environment. The goals of media education are as follows:

 • Training in comprehension and processing of information provided through the mass media;

 • develop creative thinking, understanding the hidden content of a message, resisting attempts to change the minds of young people in negative information;

 • Inclusion of extracurricular information in the system of general basic education, which is formed in the knowledge and skills in the field of science;

 • develop the skills to find, prepare, deliver and receive the required information.

These tasks include research and practice in two interrelated areas: methodological work in the teaching of school curriculum subjects, and methodological work in the field of information and communication technologies (ICT). It is clear that the group of tasks related to the use of information and communication technologies is separate from the basic subjects of the school curriculum and requires the skills of proper use of technical means. The development and application of information and communication technologies remains one of the most important ways to increase the effectiveness of education in the modern school. At the same time, there is no doubt that the important role of information technology and, consequently, the technical means of providing them, is recognized as a factor in the socio-economic development of modern society.

The development of computer science and the gradual integration of its methods and models into almost all school subjects has led to a change in the structure of traditional courses. The role of the teacher as a "designer" of a systematic view of science remains and will continue to grow,

but at the same time, the volume of independent work of students should increase, with the teacher participating as a facilitator and advisor. Students' independent work involves the widespread use of technology and related technologies. Then, if the student acquires basic skills in working with different sources and technological rules of data processing in computer science classes, the science teacher should pay more attention to solving these problems, the knowledge and skills acquired by students in computer science classes. can apply in the field of their subject.

The tools used in the educational process serve to ensure the effectiveness of education. A tool is an auxiliary learning material needed to successfully use a particular teaching method or techniques. Teaching aids include tools, laboratory equipment, information and technical aids (devices), visual aids, symbols, textbooks, manuals, radio, television and computers, and more.

Today, many schools in the country lack a sufficient material and technical base, classrooms are not equipped with technical means and visual aids, which leads to the formation of students' understanding of the subject in the classroom in the form of verbal imagery and imagination.

Use of teaching aids in the educational process Natural or visual visual materials (subject, scheme, diagram, picture, etc.; equipment used in the laboratory or demonstration-based lessons, teaching aids, microscope and other devices, as well as the use of evidence on the subject (citation, definition, rule, formula, etc.).

The globalization of the exchange of information, as well as the rapid increase in the number and quality of scientific innovations in science, technology and industry, will allow students to learn about them quickly and in detail. puts giving on the agenda. Positive satisfaction of this requirement is achieved, first of all, in the educational process, which is a convenient, acceptable form of acquisition of scientific, theoretical and practical knowledge.

The purposeful and effective organization of the educational process depends on the level of educational resources (curriculum, syllabus, textbooks, manuals), as well as the level of knowledge and pedagogical skills of the teacher. Another factor in the successful application of pedagogical technologies in the educational process is the preliminary design of a specific, integrated educational process, the diagnosis of the level of theoretical and practical knowledge, skills and abilities acquired by students and the successful completion of educational goals. is to be able to predict in advance.

At present, research institutes, public education institutions and higher education institutions operating in the field of pedagogy have the most optimal design of the educational process in all types of educational institutions, regardless of the form, method and means. it is advisable to create a uniform template for the learning process.

In short, today it is necessary for every educator to know modern pedagogical technologies and to keep pace with the times. This will make the learning process more interesting and effective, as well as increase the interest of students in the lesson. When the educational process is organized in this way, the technical means become independent and the technical means become a full-fledged part of it. The use of technical aids will allow each student to take an individual approach and develop tasks of varying levels of complexity, offering them to different students within the same course, depending on their individual ability and readiness.

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