

THE NECESSITY AND PEDAGOGICAL CONDITIONS FOR APPLYING CREATIVE PEDAGOGICAL METHODS IN GEOGRAPHY LESSONS

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Abstract: *This article analyzes the necessity of applying creative pedagogical methods in geography lessons, as well as their importance and effectiveness in the educational process. It also highlights the role of creative methods in developing students' independent thinking, fostering a creative approach, and linking knowledge with practice. Based on the requirements of modern education, the article substantiates the pedagogical conditions for using interactive and innovative approaches in teaching geography, including the teacher's professional competence, the organization of the learning environment, and the role of didactic tools.*

Keywords: *geography education, creative pedagogical methods, interactive methods, innovative approach, educational process, independent thinking, creative approach, didactic tools, pedagogical conditions, educational effectiveness.*

Introduction. Among the principal methods employed in geography education are traditional teaching approaches (lectures and discussions), practical activities (field excursions and laboratory work), interactive methods (games and simulations), and modern technologies (multimedia presentations and online resources). Each of these methods makes it possible to address the diverse needs of learners and plays a significant role in the development of geographical competencies. Furthermore, geography teaching methods aim to prepare students for independent inquiry, collaborative work, and problem-solving. In order to enhance the social significance of geography, it is essential to select and apply these methods appropriately [1, 3].

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Main Part. The topic of geography education methods is highly relevant in the modern education system. There are several reasons for this relevance [6, 9]:

Globalization and integration: Today, the world is becoming increasingly interconnected on a global scale. Through geography education, it is necessary to provide students with the knowledge required to understand global and local problems and to contribute to their solution.

Innovations and technologies: Modern technologies, such as GIS and other digital tools, are creating new opportunities for studying geography. By updating teaching methods, it is possible to teach students how to use these technologies effectively.

Environmental issues: Global environmental problems such as climate change and resource depletion are of great importance for every individual. Geography education can increase awareness of these issues and foster environmental consciousness.

Creative thinking and problem-solving skills: Through geography teaching methods, it is advisable to develop students' creative thinking abilities and prepare them to solve real-life problems.

New approaches for teachers: The continuous renewal of teaching methods provides teachers with opportunities to conduct more effective lessons, which in turn improves students' knowledge acquisition. Therefore, the process of improving and modernizing geography education methods remains highly relevant, as it not only provides students with knowledge but also enhances their personal development and active participation in society.

Geography education methods are a set of approaches used to ensure the effective teaching and learning of geographical knowledge by teachers and students [4, 5]. The selection of these educational methods should be adapted according to

students' abilities, as well as the topic and objectives of the lesson. This process strengthens interaction and increases interest in learning.

The application of modern pedagogical approaches in the process of teaching geography is considered one of the important factors in improving the quality of education. In particular, creative pedagogical methods are of special significance in increasing students' activity, developing independent thinking, and deepening the level of comprehension. In organizing geography lessons based on Uzbek school textbooks, the use of methods such as role-playing games, SCAMPER, debates, treasure hunters, case studies, location-based learning, and cinquain makes the educational process more effective and engaging [7, 8]. Each of these methods possesses unique didactic opportunities and ensures students' active participation in the learning process.

If we analyze the topics presented in geography textbooks, for example, subjects such as "The Internal Structure of the Earth," "Climate Zones," "Population and Its Distribution," and "Natural Resources" can be effectively taught through the role-playing method. Role-playing enables students to vividly imagine particular social or natural processes. For example, in the topic "Population Migration," students may assume the roles of representatives of different countries and discuss the causes of migration. Through this process, they not only acquire theoretical knowledge but also gain an understanding of real-life social processes. Role-playing develops students' speech culture, forms teamwork skills, and encourages active learning.

The SCAMPER method is aimed at developing creative thinking and is applied in geography lessons to solve problematic situations. For example, in the topic "Landscapes," students may be assigned the task of generating new ideas for environmental protection. Using the SCAMPER technique, students approach

existing problems from different perspectives: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and Rearrange. This contributes to the development of their creative thinking and fosters a conscious attitude toward environmental issues.

The debate method is particularly effective in geography education when studying socio-economic topics. For example, in the topic “Urbanization of Countries,” students may be divided into two groups to discuss the positive and negative aspects of urbanization. This method develops critical thinking, teaches students to express opinions based on evidence, and improves their speech culture. Organizing debates based on statistical data and diagrams presented in Uzbek school textbooks also develops students’ analytical skills.

The treasure hunters method is organized mainly in the form of a game and increases students’ interest in the lesson. For example, in the topic “Continents and Oceans,” the teacher places questions or tasks at different “points” on a map. Students attempt to find the “treasure” by completing these tasks. Through this method, students develop the ability to quickly and accurately identify geographical objects and improve their map-reading skills. At the same time, their concentration and rapid-thinking abilities are enhanced.

The case study method is based on the analysis of real-life situations and is particularly effective in geography lessons. For example, in the topic “The Aral Sea Problem,” students may be presented with a specific situation and assigned to analyze its causes and consequences. Students work in groups to develop solutions to the problem. This method develops students’ abilities to analyze problematic situations, make decisions, and work collaboratively. Organizing case studies based on real data presented in Uzbek textbooks enables students to connect theoretical knowledge with practice.

The location-based learning method is applied by considering the specific characteristics of geography as a discipline. In this method, students complete tasks related to a particular area or place. For example, in the topic “Economic Regions of Uzbekistan,” students identify the economic characteristics of different regions using maps. If possible, field activities may also be conducted through observations in real locations. This method develops students’ spatial thinking and strengthens geographical knowledge.

The cinquain method develops students’ ability to summarize topics and express ideas concisely and clearly. For example, after studying the topic “Deserts,” students may be asked to compose a five-line cinquain. Through this method, students learn to identify key concepts and express them briefly and meaningfully. The process of writing cinquains also develops students’ creative thinking.

The necessity of applying the above-mentioned methods arises from the demands of modern education. Today, relying solely on the traditional lecture method cannot fully satisfy students’ needs. Creative pedagogical methods ensure students’ active participation in the learning process, increase their interest, and facilitate deeper comprehension of knowledge [2]. The importance of such methods is especially high in visual and practical subjects such as geography.

Teaching the topics presented in Uzbek school textbooks through creative methods not only increases students’ level of knowledge but also prepares them for real life. For example, the use of SCAMPER or case study methods in studying environmental problems fosters environmental culture among students. The application of the debate method in socio-economic topics contributes to the development of their civic position.

At the same time, certain pedagogical conditions are necessary for the effective application of these methods. First, teachers must have a deep

understanding of these methods and be able to apply them correctly. Second, the educational process should be organized in an interactive form. Third, it is important to provide the necessary didactic tools, such as maps, diagrams, and technical equipment. Fourth, an environment that encourages students' active participation should be created.

Conclusion. The application of creative pedagogical methods in geography lessons plays an important role in organizing students' learning processes effectively. Through these methods, students develop skills of independent thinking, analysis, and creative approach. At the same time, they are actively engaged in the educational process and achieve a deeper understanding of knowledge.

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