

**THE EFFECTIVENESS OF USING INTERACTIVE METHODS
IN GEOGRAPHY LESSONS**

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Abstract: This article highlights the effectiveness of using interactive methods in the educational process of geography lessons. During the study, the impact of interactive methods on students' level of knowledge acquisition, interest in the lesson, and activity was analyzed. Based on the results of pedagogical experimentation, observation, surveys, and assessment tasks, it was determined that interactive methods yield higher results compared to traditional teaching methods. The research findings demonstrate the importance of using modern pedagogical technologies in teaching geography.

Keywords: Geography education, interactive methods, pedagogical technologies, student activity, educational effectiveness, modern lesson.

Introduction

In the modern education system, increasing students' activity and developing their independent and critical thinking are considered one of the important tasks. Especially in teaching geography, it is required to integrate theoretical knowledge with practical activities and to achieve a deep understanding of the relationship between nature and society among students. Traditional teaching methods do not always ensure high effectiveness in this process. Therefore, the use of interactive methods in geography lessons is emerging as an important factor in improving the quality and effectiveness of education. The purpose of this article is to determine the impact of using interactive methods in geography lessons on students' level of knowledge, interest in lessons, and activity.

Methods

The research was conducted among second-year students of the Geography Education program at Navoi State University. The main objective of the study was to identify the impact of using interactive methods in teaching geography on educational effectiveness. During the research process, a pedagogical experiment was organized in which the educational process was comparatively studied based on traditional and interactive approaches. In the course of the pedagogical experiment, topics similar in content and level of complexity in the geography course were selected. One of these topics was taught using traditional teaching methods, namely teacher explanation and question-and-answer activities [1]. The second topic was organized based on interactive methods, in which students became active participants in the educational process. As interactive methods, “Brainstorming,” “Working in small groups,” “Insert,” “Cluster,” “Role-playing,” and technologies for working with maps were widely used. These methods encouraged students to think freely, express their viewpoints, and actively participate in group discussions.

During the research process, observation and survey methods were also applied. Through observation, students’ activity during lessons, participation in discussions, level of responding to questions, and skills in working with maps and visual materials were analyzed. The survey method served to identify students’ interest in geography, their attitudes toward interactive methods, and their opinions on the effectiveness of the lessons. In addition, assessment tasks were conducted in order to evaluate the research results accurately and reliably. The assessment tasks were developed based on topics taught using interactive and traditional methods, and students’ levels of knowledge were comparatively studied. The obtained results were processed using analysis and comparison methods, and conclusions were drawn regarding the effectiveness of interactive methods in teaching geography [2].

The obtained results confirm that the application of interactive methods in geography lessons is pedagogically effective. Interactive methods turn students into active participants in the educational process and develop skills of independent thinking, problem solving, and teamwork. This, in turn, helps to achieve a deeper understanding of the content of geography. At the same time, the effective use of interactive methods requires a high level of methodological preparation and careful lesson planning from the teacher. If these requirements are fully met, interactive methods make it possible to achieve high results in geography education [3].

Results and Discussion

The research results showed that the use of interactive methods in geography lessons significantly increases educational effectiveness. When comparing the results of assessment tasks conducted on topics taught using traditional and interactive methods during the pedagogical experiment, it was found that students' levels of knowledge acquisition were higher in classes where interactive methods were applied. In particular, in lessons organized on the basis of interactive methods, students demonstrated a greater tendency to understand the content of the topic more deeply, freely express their opinions, and independently perform practical tasks.

The observation results indicated that students' activity increased significantly in lessons where interactive methods were used. Through the "Brainstorming" and "Working in small groups" methods, students actively participated in discussions, while the "Insert" and "Cluster" methods helped to systematically analyze the studied topic. Especially, technologies for working with maps and role-playing played an important role in developing students' geographical thinking and spatial imagination [4-5].

The survey results also confirmed the positive impact of interactive methods. The majority of students noted that interactive lessons increased their interest in the subject and that the lesson process was meaningful and

understandable. This situation shows that interactive methods serve not only to improve knowledge acquisition but also to form a positive attitude toward the educational process.

The analysis of the obtained results shows that high effectiveness can be achieved when interactive methods are applied taking into account the specific characteristics of the geography subject. These methods place students at the center of the educational process and develop their skills of independent thinking, problem solving, and teamwork. At the same time, the effective use of interactive methods requires careful lesson planning and proper methodological organization from the teacher. Overall, the research results confirm that the systematic use of interactive methods in geography lessons is an important factor in improving the quality of education.

Conclusion

In conclusion, the use of interactive methods in geography lessons plays an important role in improving the quality of education. The research results showed that interactive methods have a positive impact on students' solid acquisition of knowledge, active participation in the lesson process, and increased interest in the subject. In addition, these methods develop students' skills of independent thinking, communication, and teamwork. Therefore, the systematic and purposeful use of interactive methods in organizing geography lessons is recommended.

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