

**METHODS AND MEANS OF EFFECTIVE ORGANIZATION OF INDEPENDENT  
EDUCATION IN GEOGRAPHY UNDER CREDIT-MODULE SYSTEM**

<https://doi.org/10.5281/zenodo.14232060>

**Rjabov Furkat Turakulovich**

*Dean of the Faculty of Tourism of Chirchik State Pedagogical University, (DSc)*

**Abdimurotov Oybek Uralovich**

*Head of the Department of Geography, Chirchik State Pedagogical University, (PhD)*

**Annotation:** *This article analyzes the methods and means of effective organization of independent education in geography under the conditions of the credit-module system. The article explores approaches aimed at activating students in learning geography and developing their independent work skills. The authors recommend modern pedagogical tools and methods to create an opportunity for students to master their knowledge independently in the credit-module system. It is intended to effectively organize independent education in geography by using electronic resources, online platforms, problem-based and project-based learning methods, interactive materials and tests. It is also recommended to create opportunities for students to share knowledge and develop critical thinking with the help of seminars, group discussions and mentoring system.*

**Key words:** *Credit module system, the science of geography, independent education, Pedagogical methods, Electronic resources, Online educational platforms, Problematic education, Project education, Interactive materials, Critical thinking*

## **INTRODUCTION**

The credit-module system is a new pedagogical approach that serves to make the educational process more efficient and flexible. This system enables students to manage their studies independently, while at the same time it helps to improve the quality of education. The credit-module system has the following components: Credit is a unit of the educational load, which includes assignments and exercises that the student must complete; A module is a part of the curriculum that can be completed in a short period of time, it is a systematic and logical part of the educational material. Geography expands students' worldview by studying nature and society. In order to effectively organize independent education in geography under the conditions of the credit-module system, specific methods and tools are necessary. The credit-module system allows effective distribution of the management of the educational process between students and teachers. Each module has defined objectives, learning activities and outcomes, through which the student plans and manages his own learning. Therefore, the introduction of the most advanced modern methods and tools into educational processes for the effective

organization of independent education of future geography teachers is one of the most urgent issues today.

**Material and Methods.** Due to the versatility and didactic complexity of the subject of geography in the context of the credit-module system, students in the process of independent study use various methods and tools, i.e. geographical comparison, analysis and synthesis, modular education, analysis, comparing events and events, they should strengthen their knowledge using cartographic methods.

**Results.** The following methods are important for organizing effective independent education in geography in the credit-module system:

1. Problem-oriented approach is a pedagogical method based on involving students or students in learning and solving real-life problems in the educational process. In this approach, the educational content is not based only on theoretical knowledge, but is aimed at forming students practical skills in solving various actual and real-life problems.

Key features of a problem-oriented approach:

1. Problem-based learning: Students are presented with somewhat complex or applied problems. They will have to find these problems themselves, analyze them and find solutions.

2. Development of critical thinking: In the process of solving problems, students develop the skills of critical thinking and problem analysis from multiple perspectives, based not only on existing knowledge, but also by learning new knowledge independently.

3. Testing ideas and searching for solutions: In the process of solving problems, students get acquainted with several different options and solutions, think about each of them, and try to choose the most effective and correct solution.

4. Teamwork: Solving problems often requires teamwork. This gives students an opportunity to exchange ideas with each other, to present their knowledge and ideas.

5. Self-study and independent activity: Students actively participate in self-study and independent work in solving problems. In this approach, the teacher's role is guiding, advising and supporting. For example, within the scope of geography, students can be given a problem on the topic of "the impact of climate change on human life". To solve this problem, students should study different geographical areas, economic and environmental conditions, analyze statistical data and develop solutions aimed at reducing the negative effects of climate change.

The advantages of problem-based learning are as follows:

- Develops critical thinking: Students develop critical thinking skills in analyzing each problem.

- Teaches independent learning and self-direction: Through problem-solving, students take control of their own learning.

- Builds practical skills: Students learn to apply their knowledge in practice, which increases their ability to solve problems they face in life.

- Teaches teamwork: Students learn to help each other, share ideas and make joint decisions by working in groups.

A problem-oriented approach not only develops scientific knowledge in students, but also forms social responsibility and analytical thinking skills. This approach brings a more practical and useful dimension to the educational process, allowing students to prepare themselves for real-world problems. Problem-based learning allows students not only to learn theoretical knowledge, but also to actively participate in solving practical problems, which develops their critical thinking and problem-solving skills.

II. Education in context (or contextual education) is a method of providing new knowledge to students in the process of teaching and learning by connecting them with real-life situations that are relevant and understandable for them. In this approach, students try to understand new material related to the topic based on their prior knowledge, skills, and experiences, and new knowledge is formed.

The main principles of education in context:

1. Connection to real life: Students understand how the material learned can be applied in everyday life. The educational process helps students to connect new knowledge with real situations and apply them in practice.

2. Motivation: Learning is delivered to students through situations that are interesting and important to them. This increases students' interest in learning and ensures that learning is goal-oriented.

3. The importance of the learning environment: During the learning process, students connect their experiences and knowledge with the real world. For example, within geography, students can be taught to analyze environmental problems or economic activity in their area. This ensures that students understand the knowledge and add practical value to it. For example, when teaching geography students about climate change, instead of teaching only the theoretical aspects of climate, the teacher should relate them to climate change in their area, such as changes, rain The amount of it requires them to learn how to monitor temperature changes and how to counter them. This helps students understand how climate change is experienced in real life and how they can develop solutions.

Contextual learning has the following advantages:

- Students learn to understand knowledge more and apply it in practice.
- Students' interest in learning increases because learning is connected to their daily lives.

- They accept new knowledge more easily using their experience.

Contextual learning helps students learn not only theoretical knowledge, but also practical skills adapted to real-life situations.

III. Project-based education is a pedagogical approach based on engaging students to work within a specific project and activating them in the learning process. In this learning method, students create, plan, and execute a project on a problem or topic. The purpose

of project education is to develop students' skills of independent thinking, teamwork, problem solving and practical application of their knowledge.

The main features of project education are as follows.

1. Problem-based work: Students seek to solve a real or imagined problem or task. This problem gives students the opportunity to learn certain knowledge and develop new skills.

2. Practical activity: Students do not only use theoretical knowledge when developing a project, but also apply the learned knowledge in practice. This often involves group work and various studies.

3. Teamwork: Project-based learning is often done in groups, which allows students to work together, share ideas, and consider different perspectives. Students also develop social skills through teamwork.

4. Creative approach: In project education, students have the opportunity to create themselves and develop new ideas. Students show creativity in creating their own projects.

5. Orientation to the result: In project-based learning, the main goal of students is to achieve a specified result, for example, to create a complete project, make a presentation, or evaluate the results.

Project education has the following interrelated stages.

1. Defining the purpose of the project: Students define the purpose of the project and understand what they want to achieve.

2. Planning: Students plan materials, time, resources, and other factors needed for a project.

3. Research and work: Students conduct project-related research, gather knowledge, and begin practical work.

4. Presentation and evaluation: After completing the project, students will present their work and evaluate the results.

For example, geography students are divided into a group and create a project on the topic of "agriculture in a changing climate". They analyze climate change and its impacts on agriculture in their regions, and develop recommendations for climate change mitigation or adaptation. Through this project, students will strengthen their knowledge of geography, learn teamwork and feel social responsibility.

The advantages of project-based education are as follows:

- Develops creativity and critical thinking: Students develop the skills to generate new ideas and critically analyze problems.

- Makes students active participants: Students are actively involved in the project, which makes the learning process more interesting and effective.

- Develops practical skills: Creates an opportunity to apply theoretical knowledge in practice.

- Encourages teamwork: Working in groups develops social and communication skills in students.

Thus, project education allows students to apply the learned material in practice, develops their problem-solving skills and creates new knowledge.

Discussion. There are various tools for effective independent education in geography under the conditions of the credit-module system. They include:

- E-learning resources: Providing students with additional materials on geography through the Internet, online platforms and electronic textbooks. Systems such as Hemis, Moodle, and Google Classroom provide ample opportunities for students to study independently.

- Educational videos and interactive programs: Presenting visual materials to students using geography video lessons and simulations. These tools help improve student understanding.

- Tests and quizzes: Students can self-assess their knowledge using tests and quizzes.

- Virtual tours: Conducting virtual excursions in the subject of geography creates an opportunity for students to study different geographical areas.

- Geographic interactive maps and databases: Resources such as global and regional maps, climate data, and geographic information systems (GIS) provide practical skills for students to learn. These tools help students analyze geographic information.

- Interactive and multimedia materials: Interactive simulations are very useful in understanding complex processes in geography (eg climate processes, earth tectonics). With the help of multimedia tools, students can be provided with visual materials.

In order to effectively implement independent education in geography under the conditions of the credit-module system, it is necessary to create an opportunity for students to study their knowledge in depth and put it into practice with the help of the above tools and methods. It will be possible to effectively implement independent education in geography with the use of modern technologies and tools that activate students, allow them to monitor and evaluate their knowledge.

Conclusion. In order to effectively organize independent education, students should be able to plan their time and feel a high level of responsibility towards themselves. For this, pedagogues should be in constant contact with students, motivate and help them. In addition, since geography requires a lot of hands-on and visual materials, it is important for teachers to use innovative pedagogical approaches to deliver a variety of materials to students. New methods and tools are important for the effective organization of independent education in geography under the conditions of the credit-module system. Empowering students to take charge of their own learning while helping them develop independent thinking and problem-solving skills. Enriching the educational process with innovative methods by teachers plays a big role in activating students and strengthening their knowledge. And the science of geography helps to understand the connection between natural and social processes, which expands the worldview of students.

**REFERENCES:**

1. Uralovich, A. O. (2024). " PROJECT METHOD" IN ORGANIZING INDEPENDENT EDUCATION OF FUTURE GEOGRAPHY TEACHERS UNDER CREDIT-MODULE SYSTEM. AMERICAN JOURNAL OF EDUCATION AND LEARNING, 2(3), 151-158.

2. Абдимуротов, О. У. (2022). МОДУЛЛИ ТАЪЛИМ ТЕХНОЛОГИЯСИ АСОСИДА ТАБИИЙ ГЕОГРАФИЯ КУРСЛАРИДА АМАЛИЙ МАШҒУЛОТЛАРНИ ТАШКИЛ ЭТИШ МЕТОДИКАСИ. ТА'ЛИМ VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2022. 5-son. 21-27.

3. Uralovich, A. O. (2024, May). BO'LAJAK GEOGRAFIYA O'QITUVCHILARINING DIDAKTIK KOMPETENSIYASINI MUSTAQIL TA'LIM JARAYONIDA TAKOMILLASHTIRISHNING PEDAGOGIK IMKONIYATLARI. In Konferensiyalar | Conferences (Vol. 1, No. 11, pp. 327-331).

4. Uralovich, A. O. (2021, November). Problems of geography education in uzbekistan. In Archive of Conferences (pp. 65-69).

5. Uralovich, A. O. (2022, December). The importance of using information technologies in geography education within the conditions of the credit module system. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 1, No. 3, pp. 262-267).

6. Abdimurotov, O. U. (2022). Improving the Methodology of Working with a Map in the Process of Organizing Independent Education in Geography Courses. Journal of Pharmaceutical Negative Results, 1725-1729.

7. Rajabov, F. T., & Abdimurotov, O. U. (2020). Methods of using new pedagogical technologies in the organization of practical training in natural geography courses. Academic research in educational sciences (ares), 12, 2181-1385.

8. Abdimurotov, O. U. (2020). The importance of working with maps in the practical training of natural geography courses. Prospects for the development of science and education. In Third Conference Package. June (Vol. 26, pp. 2181-0842).

9. Abdimurotov, O. U. (2023). Kredit-modul tizimi sharoitida bo'lajak geografiya o'qituvchilarining mustaqil ta'limini tashkil etish shakllari. "Pedagogika" ilmiy-nazariy va metodik jurnal. 2023. 4-son. 289-293-b.

10. Abdimurotov, O. U. (2020). Tabiiy geografiya darslarini mustaqil o'rganishda interfaol metodlardan foydalanishning imkoniyatlari. Academic research in educational sciences, (3), 1306-1312.

11. Abdimurotov O.U. Kredit-modul tizimi sharoitida bo'lajak geografiya o'qituvchilariga mustaqil ta'limni tashkil etish dolzarb pedagogik muammo sifatida. "Ta'lim, fan va innovatsiya" jurnali 2023. 6-son. 106-110 b.

12. Abdimurotov O.U. Geografiya darslarida mustaqil ta'limni tashkil etishda modulli ta'lim texnologiyasidan foydalanish metodikasi. "Муғаллим ҳәм үзликсиз билимлендирий" илимий-методикалық журнал. 2023. 6/4-сан. 72-81 b.

13. Abdimurotov O.U. Kredit-modul tizimi sharoitida bo'lajak geografiya o'qituvchilariga mustaqil ta'limni samarali tashkil etish vositalari. FAN va JAMIYAT ilmiy-uslubiy jurnal. №5/2-son. 2024. 56-59-b.
14. Uralovich, A. O. (2020). The effectiveness of the use of "case-study" technology in the organization of practical training in the course "natural geography". *Journal of Advanced Research in Dynamical and Control Systems*, 12(S6), 774-777.
15. Uralovich, A. O. (2021). Forms of organization of practical trainings in geography classes and their purpose, tasks and importance. *World Bulletin of Social Sciences*, 4(11), 89-94.
16. Abdimurotov O.U. Talabalarning mustaqil ta'lim olish imkoniyatlarini rivojlantirish mexanizmlari. "Zamonaviy biologiyaning dolzarb muammolari: yechimlari, istiqbollari va o'qitishda fan-ta'lim integratsiyasi" xalqaro ilmiy-amaliy konferentsiyasi ilmiy ishlar to'plami. Chirchiq, 26-27-oktyabr 2023-yil. 370-374-b.
17. Abdimurotov O.U. Geografiyani o'qitishda mustaqil ta'limning o'rni va ahamiyati. "Globallashuv jarayonida innovatsion ta'lim va milliy tarbiya: integratsiyaga xos muammolar, bahslar va yechimlar" mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari to'plami. Termiz, 27-may 2023-yil. 743-746 b.