

**USE OF FOREIGN EXPERIENCES IN ENSURING EFFECTIVENESS
OF GEOGRAPHY EDUCATION**

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Abstract

In this article, the experience of foreign countries in the development of geographical education is thoroughly studied. In particular, the experience of the USA, Germany, Finland, and South Korea has been studied and ways of their popularization in the conditions of Uzbekistan have been shown.

Key words: Geography, integration, methodology, technology, school, educational system.

We know that in the 21st century, education is recognized globally as the main factor that ensures sustainable development. In particular, in the concept of development of the public education system until 2030, "Introduction of modern information and communication technologies and innovative projects in the field of public education; improving the teaching methodology, providing teachers and school administration with modern information and communication technologies and tools; priority tasks such as step-by-step implementation of the principles of individualization of the educational process, development of practical scientific research aimed at studying alternative approaches and scientific justification"[1] are defined. Also, in the Decree of the President of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026" No. PF-60 [2] and other regulatory and legal documents related to this field priority tasks aimed at improving the education system are of particular importance.

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The future of every society is determined by the level of development of the education system, which is an integral part of it and a vital necessity. Today, reforming and improving the continuous education system of our country, which is on the path of independent development, raising it to a new level of quality, introducing advanced pedagogical and information technologies to it, and increasing the effectiveness of education have been raised to the level of state policy. With the adoption of the new version of the Law "On Education" [3], the basis of modern personnel training through the continuous education system was also improved.

In general education institutions operating in our republic, among the most important tasks is to organize the teaching of geography, along with all subjects, based on the requirements of the times, the use of the most advanced technologies, and the improvement of the knowledge, skills and qualifications of students in natural sciences. . Using the experience of countries with a high educational system will help to further improve geography education. Below we will focus on the organization of geography education in foreign countries.

Looking at the world experience, there are several differences in the way geography is taught in different countries, according to its content and structure. In particular, in Finland, geography is taught as a core subject at school. In this country, students can apply their knowledge of nature in practice, geography has a great role in establishing the relationship between man and nature.

When the Second World War ended, Germany came out of the war with great losses and losses. A very large part of the territory was damaged by military weapons and became inactive. The government has paid special attention to restoration of land resources, rational use of natural resources, and nature protection in the country, and this knowledge is taught to students through geography at school. Germany pays special attention to the use of nature and protection of the environment, today it is among the most economically developed countries in Europe, and at the same time, it has a good environmental condition. Even today, this country attaches great importance to the teaching of geography, and it is taught in schools as one of the basic, fundamental subjects.

Geography and history are integrated into the US education system. Schoolchildren study the geography of the country (Geography of the USA) only in the upper grades. World geography is joined to history and is taught as a social

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science. The teaching of these subjects was influenced by several ideological ideas related to the historical origin of the country. Despite the fact that the USA is the most developed country in the world, its development path is very different from that of developed European countries. If we look at the development path of the USA, there are many aspects of the country that are difficult to show the students with pride - the territory of the country was discovered in the 15th century, the majority of the population came from Europe, Africa (slave trade) and other countries. , racial discrimination until recently (racial discrimination in the country was stopped only by the end of the 19th century), bloody struggles for gender equality and democracy, the wars waged by the United States in different regions of the world (for example, Afghanistan, Vietnam, etc.), etc.

In schools, the above-mentioned knowledge is given to the students in a shallow way, without going as deep as possible, and the addition of history and geography ensures that the students do not dwell on these topics in detail. At the same time, students are taught the idea of "the USA is the greatest country in the world", and the country is shown as a leader in all fields. prevents readers from forming perceptions that the United States is not the leader in many world indicators, for example, the United States is the country with the highest standard of living (although the United States is not the leader in many world rankings), the most democratic state (the fact that democracy does not have a long history in the country, the fact that its homeland is ancient Greece is "left out") is shown as the richest country in natural resources.

The role of geography in the education system of the Republic of Korea is very similar to that of the United States. In this country, geography is taught together with social sciences and is inculcated in the ideas of "global outlook". The influence of the USA on the achievement of the current level of development of the Republic of Korea and its place in world politics is great. This country took the US educational system as a model in organizing its educational system. As in many developed countries, the problems of environmental protection require in-depth education of natural sciences in the country. Among the subjects in the school curriculum, geography is closely related to environmental education, but currently geography is part of the social sciences. Environmental education has only just started as a separate subject in Korea, but it has been taught with other subjects, especially geography, since the early 1990s.

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In Singapore's education system, in grades 3-6, geography is taught along with social studies. But it is a compulsory subject in grades 7-8 (lower secondary). In grades 9-12, students choose subjects based on their interests, and geography is also an elective subject in upper (9-12) grades. Since it is not difficult to study the geography of the country with an area of 728 km.sq. Despite the small territory of the country, the teaching of geography as a separate subject helped students to form knowledge on the use of nature. Singapore today is a developed and environmentally clean country.

In more than 30 countries of the world, geography is taught as a basic subject. In developed countries such as Finland, Belgium, Japan, geography is taught as the main subject.

In conclusion, it can be concluded that the principles of socio-economic development of our republic in the current period require to further increase our spiritual potential and economic power and to restructure them in a way that meets the requirements of scientific and technical development of the 21st century in order to take a worthy place among the developed countries of the world. does. For this, it is necessary to change the outlook of our youth, to raise their knowledge and spirituality to the level of world standards. Today, the society has set a task for the school: to develop their special ability and independent knowledge in accordance with the purpose. The use of foreign experience is important in solving these tasks.

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