

THE IMPORTANCE OF INDEPENDENT WORK OF A COUNTRY GEOGRAPHIC CHARACTER IN FORMATION OF INTERCULTURAL RELATIONS AMONG STUDENTS

Menlimuratova Elmira Azatovna

Karakalpak State University menlimur1967@gmail.com

Summary

The article lists the several kinds of autonomous student projects with a geographic focus that teachers utilise in their English language practical class system. In the course of studying English, the formation of international relationships among students benefits greatly from the individual work projects that have a geographically specific country character.

Резюме

В данной статье рассмотрены виды самостоятельных заданий страноведческого характера, которые используют преподаватели в системе практических занятий по английскому языку. Большое воспитательное и воспитательное значение для развития межкультурных отношений учащихся в процессе изучения английского языка имеют формы самостоятельной работы страноведческого характера.

Key words: formation, foreign, systematization, geographic content, diagram, geographical map, drawing, intercultural

Ключевые слова: формирование, иностранный, систематизация, географическое содержание, схема, географическая карта, рисование, межкультурный

In the system of practical lessons in a foreign language, each type of student's independent work is represented by a broad variety of sorts of work employed by teachers in the teaching practise. Such a wide range of activity surely includes sorts of students' autonomous work with a national geographic focus, which helps to the creation of intercultural relationships among students. Let's list the most prevalent and effective ones:

a) Working with the book. This work has a foreign text and local geographic information: the preparation of a prepared response to a read foreign text of a nation geographic character; repeating the regional geographic content of a foreign text; a brief overview of a foreign text of a country-specific character; look for answers to problems that have already been raised about the text; analyse, compare, generalise, and organise foreign content into multiple paragraphs. taking notes and summarising what has been read when working with original sources from other countries, reference materials, and popular scientific literature.

b) Country geographic exercises: training, duplicating exercises based on the model; reconstructive exercises; compilation of varied tasks and questions and their resolution; Peer review of student responses, evaluation of their efforts in a practical session; numerous exercises aimed at strengthening practical skills and abilities.

c) Handling numerous challenges and conducting practical labour of a country's regional nature.

d) Different pupils' independent verification works of a country's geographic nature, tests, dictations, and essays.

e) Using foreign literature, prepare reports and essays on the geographic characteristics of a nation.

The majority of the stated sorts of students' autonomous regional work contribute to the establishment of intercultural relationships among students. The forms of independent work stated above can be assembled for different levels of students' individual learning activities, i.e. allocated to each of the four categories of

independent work listed above. The creatively active teacher has access to a vast arsenal of varied independent works of regional geography for a range of pedagogical goals. Prescription directions for its implementation are not included in the variety of independent work. [3,26]. Any work with a country geographic theme, on the other hand, should begin with the students' understanding of the aim of the action and the technique of action. Such country-specific work aids in the establishment of intercultural relationships among students. The effectiveness of every effort is heavily dependent on this.

Using a variety of complementary student independent works of a country geographic character in their work, which take into account the educational capabilities of students in the field of using foreign literature, is one of the key characteristics that distinguishes the level of a foreign language teacher's skill, according to a study of the work experience of leading foreign language teachers.

Nowadays, a poor class is primarily distinguished by the fact that the majority of pupils at this level loiter around and do not actively participate in the lecture. In the teachings of the great masters, pupils complete a large portion of the session with a variety of individual activities. [1, 15].

We may identify the most common organisational errors by examining how students organise autonomous assignments with a geographic emphasis and analysing the outcomes of several such student efforts. The proposed level of independence of a country geographic character does not correspond to the student's educational abilities; the individual approach in task selection is poorly expressed; independent work of a country geographic character is monotonous, and its duration is insufficient for this group. Work organisation has no method; it is haphazard in terms of content, quantity, and form.

The following requirements must be met in order for pupils to independently describe a specific item or phenomena while completing an educational assignment

with a country-specific character, solving the educational issue, and accurately carrying out all operations:

To present an object for observation in nature or a model, on a diagram, geographical map, or drawing; a) to clearly formulate the assignment for description, indicating its boundaries - minimised or expanded; b) to give all previously studied fundamental concepts; and c) to present a ready-made map of the description language - the name of the object and its constituent parts, including terms of a country-specific character, symbols, and code marks.

The teacher's role, in order to effectively build intercultural interactions among students, is first and foremost to provide the required conditions for the implementation of students' autonomous work of a national geographic character in the lesson, the most essential of which are:

- the required preparing of students to complete assignments (communicating initial knowledge and teaching general educational skills);
- the gradual introduction of types of students' independent work of a country geographic character, different in degree of complexity and stimulation of mental activity;
- a range of autonomous work kinds with a geographic focus on a particular nation utilised in teaching each academic topic;
- a choice of assignments that encourage interest in their execution while posing manageable challenges;
- acquainting pupils with the resources they can use to find the knowledge they need to do the task;
- the teacher's support with the task, if required;
- the teaching of self-control strategies to students while they are working;
- the teacher's mandatory review of the students' independent work. [2, 22].

Consultations and additional classes are held with students outside of school hours, and are used in some cases to meet the need of some for in-depth study of

some course issues that are not included in the content of optional classes, in others - to eliminate the lag of individual students in the apprenticeship, to eliminate gaps in their knowledge, and to prevent academic failure. The many types of autonomous activity, such as subject circles, scientific societies, olympiads, contests, etc., comprise a distinct category. All student work is done voluntarily here, and the student body is diverse in terms of age and academic category. They are monitored by topic professors who have been invited as authorities in a particular area of expertise.

The development of a student's multicultural relationships benefits greatly from kinds of individual work with a regional focus. They are varied, and the instructor must be knowledgeable and imaginative.

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