



## Methodology For Using The Map In Courses Of Economic And Social Geography Of Students In Secondary School

Xalilov X.B.

Teacher, Fergana Regional Centre For Retraining And Advanced Training Of Public Education, Fergana, Uzbekistan

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### ABSTRACT

This article discusses what to look for in research on the use of maps in economic and social geography courses taught in high schools, and how to develop the cartographic competencies of students in geography courses taught in high schools.

### KEYWORDS

Applied Geography, Social Geography, Economic Geography, Cartography, Atlas, Planning, Geographical Forecast, Function, Typology, Generalization.

### INTRODUCTION

Currently, the economic and social geography of Uzbekistan is studied in the 8th grade, the economic and social geography of foreign countries in the 9th grade, and applied geography in the 10th grade. Students get to know and use economic and socio-geographical maps in the process of mastering these subjects. The republic has developed geographic atlases and thematic maps for schoolchildren in grades 5-10. We can say that all subjects of economic and social geography taught in general education schools are

completely covered with cartographic materials. For example, in the 9th grade, when discussing the topic "Political Map of the World" in the field of the economic and social geography of foreign countries, students are encouraged to widely use the political map of the Atlas for the 10th grade. This situation has a very positive effect on the development of competencies in students in relation to geographical maps.

## MATERIALS AND METHODS

In the courses of economic and social geography and, in general, in all courses of the geography of general education schools, we will try to answer the following questions, which cartographic materials, more precisely geographical maps and atlases, give students what they can teach students and for what purposes they can be used. Cartography involves complex processes of development and the use of technologies to create various types of maps, reflecting the territorial location of events and phenomena in nature and society, their interaction in space and time. This systematic definition of cartography allows scientific analysis and study of events and phenomena based on space and time. In practice, this is tantamount to the recognition of cartography as a necessary link in the chain of theoretical and methodological foundations of regional planning and forecasting of socio-economic processes, their monitoring, protection and environmental management. Cartographic images of the organizers of natural and socio-economic processes and their territorial complexes are presented in the form of figurative and symbolic models. This is combined with an important modern scientific-theoretical and methodological concept of cartography modelling. Therefore, it is not for nothing that a systematic approach is recognized as a key factor in cartography. This approach allows us to consider cartographic objects, events and processes as integral components in terms of their interconnectedness and impact, internal and external, as well as right and wrong relationships. Various elements of nature and society, natural-geographical and socio-economic processes, events and incidents are the main objects of cartography. Recently, political processes and their specific regional and national relations have been added to the field of cartography. The variety of

cartographic objects and the constant expansion of their scope indicate the complexity of the content of cartography, its versatility. Here we would like to cite the opinion of N. N. Baransky about geographical maps: - "Geography begins with a map and ends with a map" [1].

The true essence of geographical maps should be taught to schoolchildren by teaching natural science. Currently, cartography is being studied in two relatively developed natural geographical and socio-economic areas. Thus, socio-economic cartography is a relatively new but rapidly developing field of science. The formation and development of this direction in cartography is directly related to the growing role of socio-economic factors in the development of society, growing regional differences in economic and social processes.

The need for a deep analysis of changing socio-economic phenomena, their regional differences requires the expansion of the subject of cartography, the addition of new specific objects and relatively complex processes. One of the most important features of socio-economic cartography is that it has a practical orientation, that is, it is constructive. This situation is determined by the ever-increasing demands of society for a fair accounting of multifaceted and at the same time complex patterns inherent in the development of socio-economic events and processes. The development and prospects for the development of socio-economic cartography are directly related to the fulfilment of the "social order" of society. Socio-economic cartography is directly related to dynamic processes and events that change rapidly in time and space. This feature is one of the most important aspects of a complex cartographic system. Socio-economic cartography is an important methodological basis of socio-economic geography as one of

the main directions of thematic cartography is formed and develops in an inextricable relationship [2].

The cartographic method allows not only to map the location of socio-economic and cultural objects, regional differences in socio-political processes and events but also to determine the patterns of the corresponding territorial complexes. On this basis, it is possible to demonstrate a strong national methodological basis for forecasting and managing socio-economic and political processes at the national and various regional levels. This is the main task of socio-economic geography today. Socio-economic cartography is based on the results of scientific research on socio-economic geography with its content and specifics. At the same time, he consolidates the results of his research through the widespread use of cartographic methods of economic and socio-geographical analysis. This is one of the most important tasks of geographical science, which is especially important in determining the scientific foundations of socio-economic forecasting. Socio-economic mapping combines the results of economic and socio-geographical research and synthesizes them. This allows not only to analyse and study socio-economic processes at the national level and the level of territorial units but also to carry out scientific management.

Socio-economic geography and cartography are developing, complementing and enriching each other. This sector plays an important role in identifying opportunities for a broader study of regional industrial production systems, agro-industrial complexes, population and urbanization, transport and social infrastructure, education, culture and much more. The subject of socio-economic cartography is the study of theoretical, methodological and technological problems of

regional economic systems with various functional and typological features. Socio-economic cartography is thematic in its content and has two directions: basic network and integrated development. Network mapping deals with the creation of maps of social and economic sectors: industry, agriculture, transport, construction, population, services, science, education, culture, and so on [3].

Each branch of the economic or social sphere and even their subdivisions are considered complex in nature since they are complex objects. For example, in the most important sector of the economy - the agricultural cartography system - the mapping of cotton stands out as a complex subject. The current state of the creation of thematic and complex maps of cotton growing is designed to reflect the multifaceted complexes (complexes), reflecting the peculiarities of development. Students can use maps and atlases to show that location, composition, gross cotton product and yield, cotton farm structure, economic efficiency, environmental data, and the like are reflected over time and space on maps of cotton growing in Uzbekistan. As a result of the intensive integration of agricultural production with mechanization, agricultural mapping is beyond its purview. Currently, it is necessary to prepare a series of maps reflecting the formation and development of agro-industrial complexes that differ in their specialization. This suggests that network mapping is complex. The most difficult feature of socio-economic maps is that these maps need to be updated at least once every 4-5 years because the information in them is rapidly ageing. Therefore, the compilation of typological socio-economic maps, revealing the mapping of events and processes in the field of network cartography, is today one of the most pressing problems. The objects of socio-economic cartography are

individual industrial and agricultural enterprises and their various organizational units (factories, factories, combines, firms, associations, corporations, etc.), as well as public organizations and institutions (universities, research institutes), Schools, lyceums, colleges, technical schools, medical institutions, commercial institutions, banks, services, etc.).

According to the classical concept, complex maps are given in geographic atlases depicting natural, economic and social objects and events. In essence, an atlas is a cartographic set that describes a complete system description of natural-geographic and socio-economic geographic data for a specific area in accordance with a single purpose.

Socio-economic maps are created based on several factors (principles) of socio-economic maps. The most important of them are complexity, systematicity, quantitateness, generalization, typing, visualization, ease of reading, dynamism, correspondence of objects and processes to the level of knowledge in the field of cartography. The guiding principle of socio-economic cartography is complexity and systematicity, determined by the characteristics of the objects. Socio-economic maps reflect processes and objects that are considered complex and systemic [4].

Therefore, in the cartographic process, it is necessary to take into account that their multifunctional interaction between elements of multidisciplinary socio-economic geography and elements of the regional socio-economic system, which is the main object of the study of socio-economic cartography [5,6]. The methodology for the development of cartographic competencies of students in the courses of economic and social geography taught in general education schools is based on the principles of complexity, systematization, generalization and typification. The principles

of generalization and typification make it possible to classify socioeconomic cartography according to the most complex and important criteria.

## CONCLUSION

Generalization in socio-economic cartography means, first of all, a responsible choice of the most important characteristics of the described processes and objects. Typing means that objects are grouped according to selected, defined properties. The principles of generalization and typification in socio-economic cartography provide visibility and readability of socio-economic maps. This is one of the important principles of creating maps for any purpose and scientific and practical content.

In conclusion, in our study of teaching methods, we focus on the development of the cartographic competencies of students in the courses of economic and social geography that are taught in secondary schools.

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