

THE PEDAGOGICAL SIGNIFICANCE OF USING THE “CHAINWRITING” METHOD IN GEOGRAPHY LESSONS

Davronkhoja Daverkhoja Ugli Jurakhujaev

Lecturer, Department of Geography, Uzbek-Finnish pedagogical institute

E-mail: ddjuraxujayev@mail.ru; ORCID: [0000-0003-4418-3702](https://orcid.org/0000-0003-4418-3702)

Abstract: This article analyzes the role and potential of the “Chainwriting” method in developing students' independent and critical thinking skills, communication, and the ability to exchange ideas. Furthermore, the importance and effectiveness of this method in geography education are explored, and its implementation in the teaching process is illustrated through concrete examples. The simplicity and flexibility of the method offer wide opportunities for its successful application at various stages of geography lessons.

Keywords: Chainwriting, geography education, interactive method, independent thinking, critical thinking, student engagement, pedagogical technologies, communication culture.

Today, in the context of modern education, one of the most pressing issues is the development of students' independent thinking, communicative competence, information-seeking and analytical abilities, as well as teamwork skills through innovative approaches. In particular, the subject of geography plays a unique role not only in explaining natural and socio-territorial processes but also in expanding students' intellectual horizons, logical reasoning, problem-solving, and analytical thinking capacities. From this perspective, the introduction of modern pedagogical methods into the learning process is a critical factor in increasing the effectiveness of education [1, 3]. Among these methods, the “Chainwriting” technique is noteworthy for its utility across various subjects, including geography, where it serves as a means to assess students' knowledge, activate participation, and facilitate information exchange.

The Chainwriting method is one of the important forms of interactive learning that allows participants to express their existing knowledge and perceptions in written form on a given topic, then exchange ideas within the group to build a shared understanding and draw conclusions [2]. Originally employed in foreign language teaching to develop written and verbal communication skills, the method has since been expanded and adapted to the fields of social sciences, psychology, and pedagogy [4]. The core principle of the method is that students initially write their thoughts independently on a given topic. These writings are then circulated among group members, with each participant continuing the narrative or enriching it with their own perspective. At the end of the process, the completed text is returned to its original author, followed by a collective analysis and discussion phase.

The use of the Chainwriting method in geography classes allows for the achievement of several pedagogical goals. Firstly, it is an effective tool for identifying and activating students' prior knowledge on a topic. At the same time, it fosters the development of critical and creative thinking, analytical engagement with others' viewpoints, argumentation, and debate skills [5, 6]. This method proves especially effective in topics that encompass diverse perspectives and approaches – such as socio-economic geography, environmental issues, and population geography – encouraging students to engage deeply with the subject matter and conduct holistic evaluations. Furthermore, Chainwriting is practically useful when working with geographical texts, explaining concepts and facts, and interpreting regional differences.

The method can be flexibly integrated at various stages of a geography lesson. For example, consider the 9th-grade topic "Population Distribution and Density." Initially, the teacher poses the following question: "What are the main factors influencing population density?" Each student writes their response within three minutes. The writings are then circulated among pairs or groups of three. Each participant reads the previous contribution and either adds to it or provides commentary. After 2-3 rounds, the text is returned to the original author. In the final stage, students discuss the enriched content, thereby gaining a broader and more nuanced understanding of the topic. This approach enables students to consider different perspectives and explore the topic more thoroughly. Simultaneously, the teacher can assess students' levels of knowledge, depth of thought, and understanding of the subject.

In conclusion, the Chainwriting method, when tailored to the specifics of the geography curriculum, serves as an effective tool to enhance student engagement, promote independent and critical thinking, and develop skills in idea exchange and academic discussion. The method's simplicity and adaptability allow it to be used in different phases of a lesson-during introductions, reinforcement of knowledge, or lesson conclusions. Additionally, it supports the development of writing literacy, intellectual breadth, and communicative competence among students. Integrating this method with other interactive teaching strategies can further improve the quality of the educational process.

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