



**METHODOLOGY OF STUDYING CENTRAL ASIAN PEOPLES'  
CUSTOMS IN GEOGRAPHY LESSONS SYSTEM**

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**Abstract** : This article analyzes the methodological system of studying the traditions of the peoples of Central Asia in geography lessons. The article discusses methods for using pictures, tables and graphs to effectively organize this process. Attention is paid to interactive methods and modern pedagogical technologies in order to develop students' awareness of national and cultural identity, as well as to practically consolidate geographical knowledge.

**Keywords:** geography education, Central Asian peoples, traditions, methodological system, pictures, tables, graphs, interactive education, cultural identity.

Geography education not only provides students with knowledge of natural and economic geography, but also plays an important role in developing their cultural and social consciousness. The study of the traditions of the peoples of Central Asia plays an important role in geography lessons, as this process helps to form in students a sense of national identity, understanding of regional diversity, and respect for cultural heritage. This article analyzes the methodological system of teaching the traditions of the peoples of Central Asia in geography lessons and considers the importance of using visual aids - pictures, tables, and graphs - in this process. The article consists of five pages, and each section provides practical recommendations and examples for effective teaching of this topic.

The peoples of Central Asia - Uzbek, Kazakh, Kyrgyz, Turkmen and Tajik - have a rich cultural heritage, and their traditions are closely related to the climate, natural conditions and socio-economic development of the region. The study of these traditions in geography lessons allows students to understand not only regional characteristics,





but also their connection with the geographical environment. For example, the lifestyle of nomadic peoples (living in huts, animal husbandry) is inextricably linked with the climatic conditions of the Central Asian steppes.

**Table 1.**

**The dependence of the traditions of the peoples of Central Asia on geographical factors**

People	Example of customs	Geographical factor
Uzbek	National dishes (pilaf, samsa)	Agriculture, flour products
Kyrgyz	Living in nomadic lands	Steppe and mountainous areas
Turkmen	The art of carpet weaving	Desert climate, wool products
Tajik	Traditional clothing (chakan)	Climate and local raw materials

This table can be used in lessons to clearly show students the connection between traditions and the geographical environment. As Abduvohidov and Ganiyev (2022) point out in their Geography Teaching Methodology, “geography education should teach students not only to understand facts, but also to understand their interrelationships” [1, p. 45].

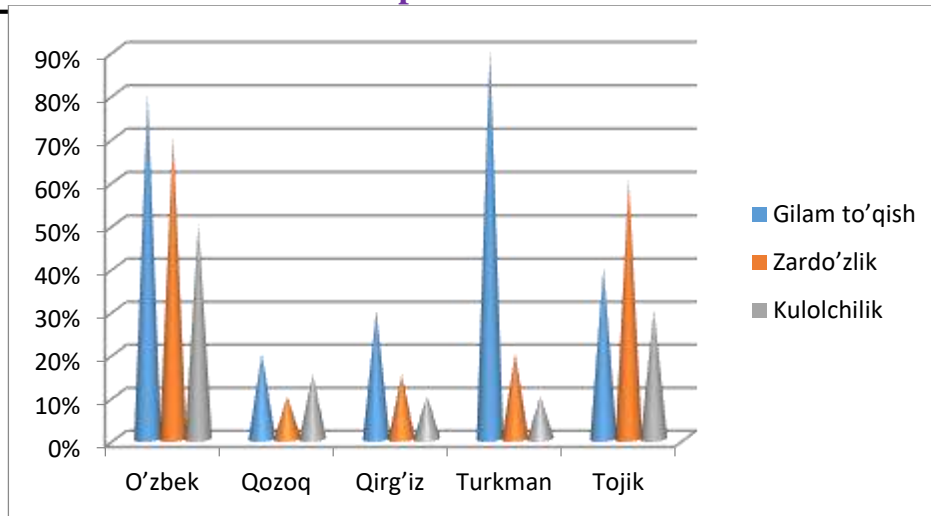
Pictures, tables, and graphs are important tools in geography lessons to increase student interest and deepen understanding of the topic. Visual materials attract students' attention, present information systematically, and make it easier to remember. For example, the following visual aids can be used to study the customs of the peoples of Central Asia:

**Pictures :** Images of national clothes, traditional houses (yurt, alab), national dishes and holidays. For example, pictures of the Navruz holiday can show students the common cultural traditions of Central Asia.

**Tables :** Tables showing the relationship between people's lifestyles, traditional occupations, and geographical conditions.

**Charts :** Diagrams and graphs showing the spread of traditional crafts or agriculture among the peoples of Central Asia.





**Graph 1. Distribution of crafts among the peoples of Central Asia.**

The above graph helps students visually understand the distribution of crafts among the peoples of Central Asia. At the same time, Usmanov (2020) argues in his work that “visual materials increase students' cognitive activity in the learning process” [2, p. 67].

The use of interactive methods in studying the traditions of the peoples of Central Asia makes the learning process more interesting and effective. The following methods are recommended:

- ❖ **Projects** : Students are divided into groups, each group studies the customs of a particular people and presents them in the form of a class presentation. For example, preparing a project about the Uzbek holiday of Navruz or the nomadic lifestyle of the Kyrgyz people.

- ❖ **Virtual tours** : Virtual tours of cultural monuments and traditional sites in the Central Asian regions using Google Earth or other digital platforms .

- ❖ **Role-playing games** : Students can participate as various representatives of the peoples of Central Asia and act out their customs.

Karimov (2023), writing about interactive methods in education, emphasizes that “active participation of students is an important factor in consolidating knowledge” [3, p. 89].

The following practical approaches can be used to study the customs of the peoples of Central Asia in geography lessons:





Lesson plan : Each lesson discusses the customs of a particular people. For example, the first lesson will explore the national cuisine of the Uzbek people, and the second lesson will explore the nomadic lifestyle of the Kyrgyz people.

Visual Integration : Each lesson uses at least one chart or graph. For example, a graph showing the distribution of agricultural types among the peoples of Central Asia.

Independent work of students : Students are assigned the task of preparing a short article or presentation on the traditions of the peoples of Central Asia.

**2- Table.**

**Sample lesson plan**

Lesson number	Subject	Visual tool	Interactive method
1	Traditions of the Uzbek people	Pictures of national dishes	Presentation
2	Kyrgyz nomadic lifestyle	Country pictures, graphics	Virtual tour
3	The art of Turkmen carpet weaving	Carpet Pattern Charts	Role playing

Studying the traditions of the peoples of Central Asia in geography lessons is important not only for students to understand regional characteristics, but also for developing a sense of cultural identity and respect for diversity. Visual aids - pictures, tables and graphs - enrich the learning process and increase student interest. The use of interactive methods and modern technologies helps to consolidate knowledge. The following recommendations are made to teachers:

- Use of visual materials in every lesson;
- Using projects and role-playing games to encourage active participation of students;
- Integrating digital platforms into the learning process.

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