

Applying Some Techniques In Teaching Geography Grade 10 (Socio – Economic Section) Aiming To Promote Students' Positiveness

Nguyen Thi Minh Nguyet,

(Department Of Geography, Thai Nguyen University Of Education, Vietnam)

Abstract

The research objective of the article is to enhance students' initiative, creativity, teamwork spirit, and confidence in presenting a problem in front of a large audience... Along with the application of methods, the combination of techniques in learning is very necessary. To achieve the above objectives, we use the following methods: Information collection method; Document analysis and processing method.

The research results show that in addition to the requirement to provide the core knowledge content of the lesson, teaching techniques have stimulated the active participation of students. Thus, through the use of techniques in teaching, not only does it help students develop their positivity, creativity, and teamwork spirit, but teaching techniques also attract and engage students to be more passionate about the lesson, thereby bringing higher efficiency for both teachers and students.

In this article, we have analyzed the possibility of applying these techniques appropriate for each specific lesson and section in the 10th grade Geography program. (Socio-economic section), and at the same time develop a sample teaching plan to implement teaching according to this orientation.

Key Words: Teaching techniques, teaching Geography , proactive, creative, Geography 10.

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I. Introduction

Fundamental and comprehensive innovation of education and training in the spirit of Resolution No. 29 of the Party Central Committee (11th tenure) is an urgent requirement to improve the quality of education and training in the new situation, in which, the effective implementation of the 2018 General Education Program is considered an important turning point in the innovation journey of the education sector.

The 10th grade Geography program provides a system of knowledge about general Geography (including content about nature, population, economic sectors, etc.). With diverse and rich content, it is a favorable condition for teachers to apply techniques in teaching. In fact, in addition to using appropriate methods, applying some teaching techniques not only does it help students develop their positivity, creativity, and team spirit, it also attracts and engages students to be more passionate about their lessons, thereby bringing high efficiency to both teachers and students.

With the teaching perspective of taking students as the center, teaching shifts from content approach to competency approach, "*Applying some techniques in teaching Geography 10 to promote students' initiative*" partly contribute to the goal of educational innovation in general, innovation in teaching methods and forms, promoting independence, initiative and creativity of learners in particular.

To promote the central role of learners, there needs to be multi-dimensional interaction between teachers and learners, between learners and learners in a safe learning environment. These are gradually being solved through the application of active teaching techniques. [2]

Teaching techniques (KTDH) are not independent teaching methods. Compared with the concept of "Teaching methods", the concept of "teaching techniques" is narrower. Active KTDH has a particularly important meaning in teaching and learning activities, helping to promote students' active and proactive participation in the teaching and learning process. Active KTDH also stimulates thinking and awakens students' creativity in the best way. Besides, active KTDH is also a driving force to promote students' collaboration. [3]

In order to make specific and improve the effectiveness of active teaching methods. Active teaching techniques also contribute to improving the effectiveness of teaching. So active teaching techniques are "teaching techniques that have special significance in encouraging learners' participation in the teaching and learning process, stimulating learners' thinking, creativity and work. [4]

There are many active teaching techniques, depending on the learners, the application of teaching techniques has its own characteristics. There are common teaching techniques, there are specific techniques of each teaching method. [5]

Active teaching methods and techniques are the forms and ways of activities of teachers and students in the teaching and learning process to optimize students' activities. Teachers play the role of organizing and orienting activities, supporting and evaluating students' learning activities; students are self-conscious, active and proactive in participating in learning activities, thereby acquiring knowledge, at the same time developing skills, perfecting good qualities... [6]

II. Material And Methods

- Information collection method: The article uses secondary data collected from books, Newspapers, magazines, and articles that deal with teaching techniques.

- Analysis method: The article selects typical data from collected data and information, arranges it in a logical sequence to provide content related to teaching techniques, and then applies teaching techniques to build teaching plans suitable for the program content.

- Experimental method: To evaluate the effectiveness of teaching techniques, the author sent the teaching plan to a number of high schools for experimentation, with evaluation tests for students in the control and experimental classes, and survey forms for teachers and students in the experimental class.

III. Result

Concept of teaching techniques and active teaching techniques

Teaching techniques are ways of acting of teachers and students in small action situations to carry out and control the teaching and learning process. Teaching techniques are not independent teaching methods. Teaching techniques are extremely rich in quantity, up to thousands. Besides the usual teaching techniques, nowadays people pay special attention to teaching techniques that promote students' positivity and creativity such as "brainstorming", "lightning", "fish tank", XYZ, mind maps, puzzle pieces... [7]

Active teaching technique is the way teachers use techniques to carry out teaching activities and aim to stimulate students' active learning and creativity.

It can be seen that active teaching techniques are of special importance in teaching and learning activities, because they help promote students' active and proactive participation in the teaching and learning process. Active teaching techniques also stimulate thinking and awaken students' creativity in the best way. In addition, active teaching techniques are also a driving force to promote students' collaboration, training students' teamwork skills more fully.

The role of teaching techniques

In terms of role, active teaching techniques are teaching techniques that have a particularly important meaning in teaching and learning activities because they help promote students' active and proactive participation in the teaching and learning process. Active teaching techniques also stimulate thinking and awaken students' creativity in the best way. In addition, active teaching techniques are also a driving force to promote students' collaboration, training students' teamwork skills more fully.

Some criteria for selecting teaching techniques

- Teaching techniques must ensure progress and promote students' active learning.
- Teaching techniques must be consistent with the program content.
- Teaching techniques must be consistent with the psychological characteristics of high school students.
- Teaching techniques must be consistent with the physical facilities of the classroom and the school.

Principles of using techniques in teaching

Principles of ensuring scientific and appropriateness

Ensuring appropriateness in teaching means that when building a program, it is necessary to set the goals of Geography knowledge units that are appropriate to the learning object. Appropriateness is setting sufficient requirements to encourage students' efforts in discovering, learning, and conquering new geographical knowledge; while developing the capacity and qualities of the learner.

Principles of ensuring students' self-reliance and thinking development

In addition, in order for students to be self-reliant in their studies, they must have methods and skills in studying Geography; know how to present and analyze phenomena, causal relationships in geography, know how to systematize and generalize knowledge as well as apply the knowledge they have learned to solve learning tasks and problems arising in real life under the organization of activities and guidance of teachers.

Principles of ensuring educational value

The qualities that Geography contributes to fostering in students are diligence, honesty and responsibility; compassion and love for the homeland. The contents of natural and socio-economics geography have many strengths in fostering these qualities in students.

Principles of ensuring consistency between theory and practice in teaching

In the teaching process, students must understand the nature of knowledge and science that comes from practice, grasp theory to apply to solve practical problems and improve practice.

When building programs and compiling textbooks, it is necessary to select general knowledge content and update modern knowledge, suitable to natural conditions and practical situations and requirements.

Process and steps to design some techniques in teaching

Based on the study of characteristics and nature of some teaching techniques. With the structure and content of the Geography program for grade 10, the author proposes the process of using a teaching technique to build a specific lesson plan and organize learning activities including 4 steps as follows:

Step 1: Identify the problem

Step 2: Choose teaching methods and techniques

Step 3: Develop a lesson plan

Step 4: Implement the lesson plan

An example of using the WKL technique in teaching includes the following steps:

Step 1: Choose a lesson that is meaningful, suggestive, and explanatory.

Step 2: Create KWL table (KWLH)

Step 3: The teacher draws on the board, each student also has their own board model.

Step 4: Ask students to think quickly and come up with words and phrases related to the lesson. The teacher and students write them down in column K. End the activity when students have come up with all their ideas and organize a discussion about what they have noted.

Step 5: The teacher prompts students to think about what they would like to know more about the lesson. When all the ideas have been listed, the teacher and students write down the questions in the W column.

How to proceed

Teacher's instructions on how to take notes:

- + Column K is the column to write about things that are related or that you already know related to the lesson.
- + Column W is the column for writing down the things you want to know in this lesson.
- + Column L is the knowledge and skills you learned in the lesson .

Contents that can use some teaching techniques in Geography 10 (Canh Dieu (kite) book series)

Table no 1: Content (economic and social part) that can use teaching techniques

Chapter	Lesson	Content	Techniques
Population geography	Lesson 16: Population and population growth. Population structure	- Population growth - Population structure	-KWL: Start - Puzzle piece - Puzzle piece
	Lesson 17: Population distribution and urbanization	- Factors affecting population distribution - Factors affecting urbanization - Impact of urbanization	- Puzzle piece - Mind map Pair group sharing
Resources	Lesson 18: Resources for economic development	- Resource classification - The role of resources	- Mind map - Puzzle piece
	Lesson 19: Economic structure	- Economic structure	- Puzzle piece
Geography of economic sectors	Lesson 20: Role, characteristics, factors affecting the development and distribution of agriculture, forestry, and fisheries	- Role - Characteristic - Factors	- KWL - Pair group sharing - Puzzle piece
	Lesson 21: Geography of agriculture, forestry and fishery	-Cultivation: Distribution of some main crops - Animal husbandry - Seafood	- Puzzle piece - Pair group sharing - Puzzle piece
	Lesson 22: Organization of agricultural territory	- Some forms of agricultural territorial organization - Some issues of modern agricultural development	- Puzzle piece - Pair group sharing
	Lesson 23: Role, characteristics,		- Active reading

	factors affecting the development and distribution of industry	- Role, characteristics - Factors	- Puzzle piece
	Lesson 24: Geography of some industries	- Coal and oil mining - Electricity -Metal ore mining - Electronics and information technology - Consumer goods production - Food	- Puzzle piece - Gallery
	Lesson 25: Industrial Territorial Organization	-Some forms of industrial territorial organization	- KWL - Puzzle piece
	Lesson 26: Role, characteristics, structure, factors affecting the development and distribution of services	- Influencing factors	- Puzzle piece
	Lesson 27: Geography of transport and post and telecommunications	- Affecting factors ... - Development and distribution of types of transportation	- Puzzle piece - Gallery
	Lesson 28: Commerce, banking finance and tourism	-Domestic trade, foreign trade -Tourism	- Puzzle piece - Puzzle piece
Sustainable development and green growth	Lesson 29: Environment and natural resources	-Natural resources	- KWL
	Lesson 30: Sustainable development and green growth	- Sustainable development -Green growth	- Puzzle piece - Pair group sharing

Design the lesson uses a number of teaching techniques.

Example 1:

LESSON 24. GEOGRAPHY OF SOME INDUSTRIES

ACTIVITY 1: INTRODUCTION

Put the problem into a new lesson. (Use KWL technique to solve the problem)

a. Objective

- Mobilize some of the knowledge, skills and experience students already have in the industry.
- Create interest in learning, stimulate curiosity, help students grasp the lesson, through some lessons, some practical connections to connect new lessons.

b. Content : Students join the teacher to complete the KWL table.

c. Product: Students and teachers identify what students know and want to know about industries.

d. Implementation organization

- *Step 1:* The teacher uses students' knowledge to introduce the lesson with the following questions: Name the industries that create products that help students eat well, wear warm clothes, go to school and actively participate in learning activities .

Desired products: Students name industries that produce consumer goods, food industry, metal ore mining industry, coal and oil mining industry to produce electricity, electronics and information technology industry...

- *Step 2:* The teacher reorients the answers according to the industries, using the KWL sheet to guide the whole class to complete the items according to the study sheet.

What do you know about the role, characteristics, and distribution of these industries?

Students think, the teacher guides students to write what they already know in column L, what they want to know more in column W, column L to write later.

K (Known knowledge)	W (Knowledge I want to know)	L (Knowledge learned after the lesson)
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- *Step 3 :* Conclusion, comments: The teacher summarizes what students want to know in column W, leads into the lesson and organizes activities using some active teaching techniques to clarify what students want to know.

ACTIVITY 2: FORMING NEW KNOWLEDGE

Activity 2.1 . Learn about coal mining, oil and gas, electric power industry, metal ore mining, electronics and information technology production, consumer goods production and food industry .

(Puzzle technique, mind map)

a. Objective

- Present the role and characteristics, explain the distribution of coal mining, oil and gas, metal ore, electricity, electronics - information technology, consumer goods, and food industries.
- Recognize the need to use renewable energy sources.

b. Content

- Students rely on textbook information and work in groups to learn.

c. Products

- Expert round: Groups complete learning the content according to the study sheet
- Puzzle round: New groups can draw mind maps showing 7 industries and answer questions given by the teacher.

d. Implementation organization

- Step 1: Transferring tasks: The teacher divides the class into 7 groups and discusses according to the Group-Piece Technique

Round 1: Expert Group

The teacher divides the class into 7 groups of 5-6 people each, each group of experts is assigned a different specific task:

- Expert Group 1* : Learn about the coal mining industry.
- Expert Group 2*: Learn about the oil industry.
- Expert Group 3*: Learn about the electricity industry.
- *Expert Group 4* : Learn about the metal ore mining industry.
- *Expert group 5* : Learn about the electronics and information technology industry.
- *Expert Group 6* : Learn about the consumer goods production industry.
- *Expert Group 7* : Learn about the food industry.
- *Expert Group 8* : Learn about future industrial development orientation.

Students conduct group discussions under the guidance of the teacher, using textbooks, illustrations, and maps to complete the worksheet.

Round 2: Puzzle group

From 7 groups of experts, 4 new groups will be formed (each new group consists of 9-10 people; people with numbers 1,2 form new group 1, people with numbers 3,4 form new group 2, people with numbers 5,6 form group 3, people with numbers 7,8 form group 4) with 2 tasks:

Task 1: Draw a mind map clearly showing the roles, characteristics, and distribution of industries (8 industries)

Task 2: Why should we use renewable energy sources?

- Step 2: Perform the task:
 - + Groups assign tasks to members.
 - + Students work in groups in each round for a period of time: 5 minutes.
- Step 3: Report and discussion:

The puzzle groups will present their products (hanging on the wall). The teacher randomly calls on a group to present. Students will present their group's products. Other students listen, comment, and add.

- Step 4: Conclusion, assessment: The teacher comments on the students' task performance and knowledge standards, emphasizing the need to use renewable energy sources.

Example 2

LESSON 27. GEOGRAPHY OF TRANSPORT AND POST AND TELECOMMUNICATIONS

ACTIVITY 2: FORMING NEW KNOWLEDGE

Activity 2.1. Learn about the role and characteristics of the transportation industry

(Using pair sharing technique)

a. Objective: Present the role and characteristics of the transportation industry.

b. Content: Students rely on textbooks and knowledge to work in pairs to learn and complete the task.

c. Product: Students complete the content research according to the teacher's request.

d. Implementation organization

- Step 1: Transferring tasks: Teacher asks questions Based on textbook pages 97, 98:
 - + Clearly state the role of the transportation industry and give examples.
 - + Read the textbook and observe figure 27.1, state the characteristics of the transportation industry.

- Step 2: Perform the task:
 - + Students work in pairs to complete the common task.
 - + Teachers observe and support students.
- Step 3: Report and discuss: The teacher invites representatives of some pairs to share, other pairs follow, comment, and add (if any).
- Step 4: Conclusion, assessment: Teacher comments, evaluates the presentation of the pair group and knowledge standards.

Activity 2.2. Learn about the development and distribution of transportation industries. (Using gallery techniques)

a. Objective: Present the development and distribution of the transportation industry.

b. Content: Students rely on textbook information and work in groups to learn and complete the task.

c. Products

- Groups complete the content research as required.
- Exhibition of group products using gallery techniques.

d. Implementation organization

- Step 1: Teacher transfers tasks:

The teacher divides the class into 5 groups of 8-9 people each, each group is assigned a specific task, 5-7 minutes.

- +Group 1: Learn about the development and distribution of motorways.
- +Group 2: Learn about the development and distribution of railways.
- +Group 3: Learn about the development and distribution of rivers and lakes.
- +Group 4: Learn about the development and distribution of sea routes.
- +Group 5: Study the development and distribution of air routes.

Students discuss in groups under the organization of teachers. Students rely on textbooks and learning materials to complete study sheets.

- Step 2: Perform the task:
 - + Groups assign tasks to members.
 - + Students work in groups to complete common tasks.
- Step 3: Report and discussion:

Groups display products (hang on the wall) using gallery techniques. Teachers group new students and organize students to visit and present their products. Moving to the picture of their group's product, a student representative of that group will present and answer questions (if any). Other students observe, listen, comment, and add.

- Step 4: Conclusion, comments:

Teachers comment on the task implementation process, evaluate products, group presentations and knowledge standards.

IV. Conclusion

It can be said that applying some techniques in teaching has helped students work hard, improve individual responsibility to complete common tasks; Students enthusiastically participate in learning activities, unite and support each other to solve common learning tasks of the group; Individuals confidently share their opinions with their friends and the class; Students confidently present their group's products in front of the class in a logical and convincing way, boldly comment and evaluate the products of their group and friends; Students are attracted to group activities through teachers organizing learning activities with diverse teaching methods and techniques, creating in students a love of learning, exploring and discovering knowledge. Students learn how to learn, how to cooperate, how to explore and acquire knowledge, thereby contributing to forming the capacity and developing the qualities of learners.

For teachers, innovation with the teaching perspective of "student-centered" and education is a pioneer in innovation, teachers must also be more creative in innovating teaching methods and techniques to help students be proactive, actively learn and love Geography more.

Through the application of teaching techniques in teaching Geography 10, it has been shown that no teaching method or technique is omnipotent. Each teaching method or technique will be suitable and promote its advantages when used appropriately for each lesson, each content and lesson objectives, and the level of students. Therefore, in a lesson or a class period, it is necessary to use a flexible combination.

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