



METHODS FOR DEVELOPING A SYSTEM OF TEACHING HISTORY AND INCREASING THE EFFECTIVENESS OF HISTORY TEACHING

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ABSTRACT

The article analyzes the ways to develop the system of teaching history, methods to increase the effectiveness of history education, as well as ways to pay special attention to the scientific-methodological and didactic conduct of history lessons at the level of modern requirements.

KEY WORDS: *New methods, national idea, teaching history, spiritual life.*

I. INTRODUCTION

In general, the method of teaching means the methods of interaction between the teacher and students in the educational process, aimed at achieving certain goals. In other words, teaching methods include both activities, ie the methods used by the teacher to equip students with knowledge, skills and abilities, ideological and moral education, the formation of their scientific outlook, as well as the acquisition of scientific knowledge, skills and abilities by students. Teaching history is a complex problem today, and the education system, especially schools, has a number of responsibilities. Without a deep understanding of the theoretical foundations of teaching history, the task of organizing teaching on a scientific basis, achieving an integral unity of educational work, continuous improvement of teaching history in general, teaching methods can successfully solved. In the teaching of history and the organization of its study by students, the teacher also relies on the theoretical foundations of pedagogy, psychology and methods of teaching history, as well as on best practices.

Only a teacher armed with a theoretical knowledge of history teaching methods should be able to take into account the specifics of teaching and learning, as well as all courses in history. These peculiarities in the teaching and study of history, first of all, are due to the fact that the peoples of the world and all nations and peoples of our Commonwealth are historically interconnected and interact, so it is necessary to study their history comparatively and show all the peculiarities. Peculiarities are determined

by an in-depth study of the natural and historical conditions of the territory of Uzbekistan, its connection with the way of life of the people.

II. MAIN PART

Different methods of teaching have been used at different stages of the development of history education [1]. In the 1920s, the main method of studying history consisted of students' independent work on historical materials, while in the 1930s, the teacher's live speech served as the sole source of students' knowledge and the main teaching method [2]. Teachers' main focus was on material selection and narration. Also, in the 1930s, the method of narrating the material, the method of conversation and the methods of asking students were developed and published in newspapers. Along with these articles, V.N. Bernadsky's important textbook for the first time on the methods of teaching history ("Methods of teaching history in older classes," L., 1939) was also published. In the 40s and 50s, AI Strajev's "Program of teaching methods of history" for students of history faculties of higher educational institutions and scientific-methodical articles published in journals[3] were written on the basis of these new tasks and opened a new, important direction in the development of historical thought. Based on A.I. Strajev's methods of teaching history, N.V. Andreevskaya and V.N. Bernadsky created a textbook for teachers of the program "History teaching methods in seven-year schools (M., 1947). In these textbooks, the tasks of school history education in the formation of the scientific worldview of students are clearly defined.



The attention of teachers was focused on raising the ideological and political level of history teaching. However, in some history programs and textbooks, too much material was provided, which did not allow the teacher to work creatively in the classroom, to guide the students' cognitive abilities, to organize their creative work. An important feature of the development of historical methodological ideas in these years is, first of all, the intensification of research work, which is carried out on a large scale. There is also a strong emphasis on the teaching of history, based on the achievements of psychology in scientific research. Most of the research, however, focused on teacher narration, heuristic conversation, questioning, and the use of textbooks in the classroom, with little emphasis on student independent thinking, creative work, or teacher guidance.

Since 1956, the way has been paved for the improvement of the socio-political and spiritual life of the former Soviet Union and our republic. History, the content of school history education, began to worship the individual and to cleanse him of its consequences. The study of the history of the former Soviet republics and countries, the creation of special textbooks and manuals, which contributed to the enrichment of the content of historical education and the strengthening of its educational direction, created new programs and textbooks. The role of textbooks in enhancing students' learning activities and their independent creative work has increased.

The agenda was to scientifically substantiate the methods and tools that would help to successfully implement the new content of history education and take full advantage of its advantages. Methodists suggested that the choice of teaching methods and tools should be based on the purpose, content and learning activities of students, and most of the research work was carried out in this direction. In his book "Didactic students for history lessons in secondary schools" (M., 1960), P.S. Leibengrub recommended that the classification of methods of teaching history[4] should be based on the characteristics of teachers and students, the means (sources) to help students learn historical truth under the guidance of a teacher. and teaching methods were divided into the following groups:

1. Story method. 2. School lecture. 3. Conversation style. 4. Demonstration style. 5. Methods of working with textbooks, etc. P.S. Leibengrub later developed his view of teaching methods, arguing in his 1968 book, *Didactics of History*, published in Kiev in Ukrainian, that the level of development of students' cognitive activity should be based on the classification of teaching methods.

III. RESULT AND DISCUSSION

In the books of A.A. Vagin methods of teaching history are relatively complete and comprehensively classified in depth[5]. A. Vagin based the classification of methods of teaching history on the sources of

knowledge of historical events and divided them into the following three groups:

- 1) Method of oral statement;
- 2) Method of demonstration education;
- 3) Method of working with text;

Speaking about the classification of teaching methods, Prof. P.V. Gora stressed the need to approach the issue not only from a didactic point of view, but also from a historical and methodological point of view, taking into account the educational functions of teaching materials and their specific content. The same principle is based on the program "Methods of teaching history." In his article, P.V. Gora describes the following three types of teaching methods:

- 1) Oral teaching method; this method, in turn, is divided into two types: a) the method of oral education and b) the method of teaching on the basis of printed texts;
- 2) Method of demonstration education;
- 3) Practical method of education.

The interrelationship between teaching methods and different forms of student thinking activity results in the interdependence of methods in a system based on their interaction with each other. Tables, the visual teaching method never takes place without the teacher's explanation, and the teacher's oral teaching method also always relies on visual aids. Pupils' technical means, practical work on various texts are also carried out in connection with visual and oral methods of teaching. This system of methods is also used in the comprehensive teaching and learning of history.

P.V.Gora teaching methods can also be divided into three groups[7]:

- 1) formation of figurative ideas about historical facts in the memory of students;
 - 2) historical facts, consolidation of years;
 - 3) methods of mastering specific historical material and mastering historical material and forming historical concepts[1].
- He also emphasizes the role of the visual style, and in his book on this problem divides the methods and means of exhibition into two groups: 1) methods and means that help to study the external features of historical facts on a visual basis and visualize the historical ideas formed about them; 2) methods and means that provide a deep visual study of the essence of the historical process.

The methods and tools that make learning visual are chosen depending on the purpose of the lesson, the content and nature of the material. P.V.Gora bases the classification of teaching methods and methods and means of visual education on increasing students' cognitive activity and independence. History teaching is seen as a whole process consisting of the teacher's teaching and the students' learning or cognitive activity. P.V.Gora has proved the importance of the teacher's careful study of the lesson material, the rational use of various means of demonstration teaching methods, the performance of various tasks in making them active participants in the educational process. Tasks and assignments that enhance students'



cognitive performance and provide teacher guidance are conditionally divided into three groups[7].

- 1) Helping students to remember existing knowledge;
- 2) Helping them to enrich and develop content;
- 3) problem-based assignments.

Based on the above, it is important to acquaint students with the development of historical methodological ideas, including ideas about teaching methods, to equip them with the theoretical foundations of teaching history, in particular the history of the peoples of Uzbekistan.

The personality of a history teacher, who is highly regarded by the school teaching staff for his dedication to his profession, also plays an important role in the high level of knowledge of students. That is why a history teacher must work tirelessly on himself.

In addition to being equipped with certain necessary knowledge, a history teacher must be able to skillfully use the methodology of inculcating this knowledge in the minds of students and making their knowledge grow into their personal beliefs. Otherwise, "education is for students!" let Him Himself prevent education from remaining in a state of inactive conservation without the realization of the principle.

Well-known historian-methodologist AI Strajev, reflecting on the knowledge and methodological skills that must be acquired for history teachers, writes:

First, to study history in scientific and methodological detail;

Second, it must be armed with a clear historical knowledge in various fields;

Third, it must have a broad-based, universal outlook;

fourthly, the science, which includes pedagogical and psychological knowledge, formed as an independent pedagogical science and art, should have a set of qualities typical of a modern history teacher, fully equipped with the methodology of teaching history"[3].

In agreement with A. Strajev's opinion, we take into account the fact that today's world of scientific and technological information technology is growing, especially in the context of the rapid formation of the national idea and ideology of the history teacher in our country, from the technical means of education - information widely disseminated on the Internet. , in general, the use of periodicals with an in-depth analytical approach is a positive factor in increasing the effectiveness of history education. There is no doubt[6]

Any experienced history teacher in his pedagogical activity should be fully subordinated to the main idea of the lesson, using didactic methods and methodological tools in the selection of lesson materials and its place in the teaching process, clearly focusing on the educational and pedagogical tasks of the lesson, as well as systematic development[8].

As in any field, the "human factor", that is, the knowledge of a history teacher, to be a mature specialist in his field, plays a crucial role in increasing the effectiveness of teaching history. Experience has shown that in the work of teachers often clear historical

facts, concepts, "space", "time", historical archival documents, pictures, drawings, statistics, local lore materials, especially in the organization of local lore of the independence period, in some cases the theory of lessons and not only does the distance from the methodology negatively affect the effectiveness of the lesson, it can even cause the student in the classroom to lose interest in the subject being taught for a lifetime. There is a risk of failure. In this regard, the world-famous scientist, Nobel Laureate, Academician K. Scriabin said: "It is impossible to teach people without deep respect and devotion to science."I think that's where the student's behavior in the classroom, the peace of mind in the classroom, should start".[11]

Any school, whether elementary, middle, or high, starts with respect for it. Usually, a teacher does not have all the responsibilities of the subject he or she is teaching. Just as history did not cease to exist as a science because of the boring lessons in its teaching, so algebra will not cease to exist as a science taught by its vague methods. But a student sitting in these boring, vaguely ineffective classes can lose both history and algebra for a lifetime. Who knows? Would a student who once lost interest in this science be able to make a huge contribution to the development of this science in the future?[9]

It can be said that the curricula, textbooks and teaching aids tested in practice on the basis of scientific, methodological and didactic requirements of the period play an almost decisive role in ensuring the effectiveness of any lesson after the human factor.[10]

IV. CONCLUSION

After the independence of the Republic of Uzbekistan, the demand for teaching history has increased. Our historians and methodologists have created books that can show modern methods of teaching. In particular, "Methods of teaching history" created by associate professors T. Toshpulatov and docent Ya.H. Gafforov, as well as in the book "Methods of teaching history" 2 problems of improving the effectiveness of methods of teaching history are practically generalized and analyzed the experience of experimental, scientific-methodical and pedagogical work of history teachers of advanced schools and universities of the Republic of Uzbekistan.[12]

These textbooks focus on history lessons and modern requirements to it, ways to increase the effectiveness of history lessons, an integrated approach to the study of history in the education system and the use of new pedagogical technologies in history education.

Therefore, every history teacher should take a creative approach to the content of textbooks, manuals and other teaching materials in preparation for the next lesson on the basis of the program, paying special attention to the scientific-methodical and didactic conduct of history lessons.



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