



ACTUALITY OF INTERACTIVE METHODS ON HISTORY

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Annotation

This article is devoted to the use of modern innovative methods of teaching history, modern methods and means of achieving high efficiency in the teaching process.

Keywords: teaching methods, method, oral teaching method, instructional method, practical method, lecture, conversation, story.

INTRODUCTION

The methodology of teaching history serves to increase the effectiveness of history education by equipping teachers with traditional and non-traditional methods and methods of education, forms and tools, methodological bases of organizing the educational process. As with any specialist, it is necessary for historian pedagogues to acquire methodological knowledge and to form a competent approach to their use in the organization of professional activity.

It is important to successfully use the knowledge gained from the methodology of history teaching in the educational process, and in this case, the historian pedagogue should direct himself to creative activity and be able to organize this activity effectively.

MATERIALS AND METHODS

In the organization of creative activity, the teacher should pay special attention to the organization of methodical activity and the creation of creative products of a methodical nature.

Method is derived from the Greek word –methodos, which means research, way of knowing, theory, doctrine, way to something. It is a set of ways of practical and theoretical acquisition of existence, subordinated to solving a specific task. It is also a clear, short and acceptable way to achieve the goal. It consists of a set of methods and processes leading to a specific goal in the course of methodological-historical research. The teaching method is the methods of joint activities of the teacher and





students aimed at achieving a certain goal in the educational process, and the ways and methods of achieving the goal and solving problems in education are understood. Methods are distinguished in the teaching method. A method is a component of a method, a separate step used only once in the implementation of the method. In other words, teaching methods include both activities, i.e. the methods used by the teacher to equip students with knowledge, skills and abilities, to educate them morally, to form a scientific outlook in them, and to master the aforementioned scientific knowledge, skills and abilities. In the literature on pedagogy, great importance is attached to teaching methods. Those involved in didactics interpret the method as the core of the educational process, the means connecting the intended goal and the final result.

RESULTS AND DISCUSSION

The methods are classified into the following two main directions [2]:

- 1) According to the source of knowledge (understanding): oral, working with printed texts, instructional, practical methods;
- 2) According to the stages of cognitive activity: illustrative explanation, reproductive (providing ready knowledge), problematic, partial research, scientific research.

Educators expressed different opinions about the classification of history teaching methods. Interrelated teaching methods can be divided into the following groups: 1) oral teaching method (story, monologue, dialogue, conversation, plot story, analysis and explanation, working with historical sources; historical literature, interpretation of historical documents), Oral teaching method - organized for the teacher's memory, their structure is the same: the teacher explains, the students listen.

The story. In the story in the form of a baèn, the teacher tells the content of the educational material in different ways, explains its main and secondary features. During the lecture, in order to increase the activity and initiative of the students, the teacher combines his speech with instructional tools, problems and assignments. It is clear that other methods, especially instructional and practical methods, are also involved. Commenting on the phrases related to the educational material, inviting the students to make their own conclusions in some places increases the effectiveness of the students' learning activities. Conversation. Conversation is a method of education in the form of dialogic teacher-student interaction. In it, the activities of the teacher and the student are mutually coordinated by asking well-thought-out, interrelated questions, looking for answers to the questions, and answering them. The conversation will also be heuristic. That is, it is a method aimed at students' thinking, in which interaction is carried out in the form of teacher's questions and students'





answers. Heuristic conversation has a long history, and it was masterfully used by Socrates in ancient Greece. He is currently in scientific and didactic research

It is also called a search interview. There are a number of positive aspects of heuristic conversation, learning the educational material in a creative way, acquiring an individual character of mastering. 2) instructional method of education (tables, conditional-graphic illustrative presentation, photo analysis, work with pictures, historical maps);

Instructional method. According to the saying, "It is better to see once than to hear a thousand times", it will be ineffective to take a lesson in a class with only 10% of material mastery. It is necessary to present educational material in the form of demonstrations. Especially in the science of history, in addition to traditional didactic materials, demonstrative teaching (computer and information communication technologies) in keeping with the times is one of the urgent tasks of today. Instructiveness is the most basic rule in didactics, thanks to which visual learning and thinking are combined. Instructional methods are a means of combining hearing and vision. Due to this, its frequent use with the methods of oral sharing of knowledge increases the effectiveness of history education. There are following types of instructional method: Illustrative method - drawing attention to (all components other than text) maps, pictures, drawings, tables, schemes, diagrams, blackboards [3].

CONCLUSION

If the use of historical documents and artistic literature makes the teacher's image clear, with the help of instructional tools, the students will have a vivid and clear image of the past, and the activity of the visual and sensory organs will be added to the auditory activity of the students. Thus, their knowledge deepens and strengthens. The educational and educational significance of history teaching is also great. First of all, the instructional tool serves as an important resource for students to learn. No matter how complete the teacher's background is, the students' imaginations about the events will not be complete. Also, it is impossible to fully, clearly and deeply imagine the landscape of the studied period without the use of decorations. Instructional tools help clarify and refine students' historical understandings. Guided images reveal not only the external appearance of historical facts and events, but also their inner essence. Instructional tools help students understand complex historical events and the meaning of historical concepts more easily.





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