



METHODS OF TEACHING HISTORY: PROBLEMS AND SOLUTIONS

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Abstract

This article is devoted to methods of teaching history, problems and solutions in it. It is said about the experiences of the radical reform of the educational system in our country, raising it to the level of modern requirements, carrying out the work of educating the perfect generation for the future.

Keywords: content of the history course, educational material, teaching methods, skills, qualifications, historical thinking, imagination, speech, special and general abilities, observation method, experimental method.

INTRODUCTION

Modern life cannot be imagined today without the advancement of Science and education. It is also not for nothing that the development of education in the leading countries of the world is defined as the most important strategic task. It is in this area that the future prosperity of the country is closely related to its achievements.

Today, the educational activities of universities are further improved, and the quality of our people's pursuit of Science, which has been formed over the centuries, is once again manifested. Our young people are striving to live a healthy and beautiful life, to have a permanent job in the profession they occupy, to take responsibility, not to underestimate human dignity, in short, to achieve perfection, and in the process, education is seen as the most basic condition.

MAIN PART

In our country, in October 2019, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 was adopted. This document was based on such tasks as accelerating intellectual development, training of competitive personnel, effective organization of scientific and innovative activities and the development of Science, Education and production integration in order to strengthen international cooperation. The content of the concept reflects the priorities of the





reform of the higher education system of our country. It sets out specific areas for expanding the level of coverage in higher educational institutions and improving the quality of education, introducing digital technologies and educational platforms, attracting young people to scientific activities, forming innovative structures, commercializing the results of scientific research, achieving international recognition and many others. All this serves to raise the educational process to a new level of quality.

In contrast to the careful development of the methodological development of the lesson, which encourages the teacher to operate effectively, educational technology is directed towards student activities, which serves to create the necessary conditions for students to independently Master educational materials, taking into account their personal and joint activities with the teacher. The central problem of educational technology is to ensure the achievement of the educational goal through the development of the identity of the learner.

Through the means of historical materials, the process by which it is necessary to carry out the tasks of giving knowledge to students, educating and maturing them in the spirit of national independence, the process of mental (internal) and educational actions (External) of teachers and students is understood.

The content of the history course, the scope of historical knowledge set out in the history program at the first time, the educational material, its original content, the system of educational methods, skills and qualifications in the field of students' ability to use the knowledge gained as a result of their assimilation of historical materials, including their acquisition of the simplest forms.

History is understood as the organization of teaching, teaching history and organizing students to study it, methods and methodical methods that help their learning activities be guided by the teacher, the use of their existing knowledge in students, the system of assignments that directs them to creative knowledge, as well as various manifestations of education (lesson, seminar classes, etc.).

In the system of education and secondary special education, history means the successful implementation of the goals and objectives, content of teaching - the fact that students know the basics of historical science, effective methods and methods suitable for historical material and master the skills of being able to use knowledge, on the basis of which the development of historical thinking, imagination and speech, Special.





The purpose of teaching is determined by its content; teaching methods and methods are selected that correspond to the purpose and content; and the effectiveness of teaching is checked by the positive results achieved in teaching, that is, the quality of historical knowledge, measured by the degree of maturity of students.

When setting the goals of teaching history, it is necessary to first consider the inextricable unity of education and upbringing, the continuous growth of the ideological and political level of students during training, the formation of skills and qualifications in them and their preparation for creative activities. For the successful implementation of the goals observed from education, they should be determined on a scientific basis. These goals are determined by the content and tasks of history education. It also includes other conditions of education: level, knowledge, skills and qualifications of students; the time allotted for the lesson, opportunities for passing the lesson, etc. are also provided. The determination of educational goals on a scientific basis ensures their realism. The deeper the teacher understands the goals pursued by education, the more ideological and Educational the content of history teaching gives.

Activation of students' cognitive activity plays an important role in the effectiveness of history teaching. The teacher should also refer to the content of the historical material under study when choosing methodological methods and tools that positively affect the activation of cognitive activity and ensure the effectiveness of teaching in general.

The process of teaching history is studied in two ways

The first is the observation method. When using this method, various types of educational and methodological literature, written works of students, lectures, their answers, assessments and conclusions given to teaching, lessons are observed, knowledge and qualifications of students are studied.

Thus, when using the observation method, the researcher does not deviate from the scope of the existing experience of history teaching, observing and studying it naturally.

The second is the experimental method. The teacher organizes the teaching process as he sees fit. Well, he does creative work, and his work is like a scientific experiment. However, the difference between the creative research that the teacher does from scientific experience is that first of all, the teacher solves a practical task in the lesson, while his conclusions will be the result of his activities. In a scientific experiment, the laws common to the work of most teachers are studied, the conclusions drawn are formalized on a scientific basis. Therefore, it is necessary to be able to distinguish the





observation method in the study of the history teaching process from the experimental study.

Works related to the direct assimilation of the content of the text of the textbook. This is the central issue of the work carried out on the text of the textbook. These works consist of analyzing the text, summarizing it, evaluating historical facts, revealing the cause and other links between them and comparing them. At the same time, teaching students to be able to quickly find the necessary space from the text of the textbook is also an important aspect of Education.

One of the important methods of active mental activity of students is their ability to employ existing knowledge in mastering the new material described by the teacher. In each lesson, students should be taught to be able to use existing knowledge. From time to time, their attention is focused on the text of the textbook so that students do not forget about the knowledge gained.

Students discuss the text of the textbook in small groups. When checking how students perform tasks assigned to work at home, the text of the textbook is referred to to correct errors, inaccuracies in oral or test answers.

CONCLUSION

Thus, work on the text of the textbook is carried out using various methodological methods, at all stages of the teaching process at the moment of mastering the material, strengthening knowledge, checking the level of mastering, etc. Today, an extremely important task is the technologization of the educational process, the organization of classes using modern methods in the organization of the educational process, pedagogical technologies, in particular interactive methods. As we know, the development of each state directly depends on the intellectual potential of its inhabitants. Intellectual potential is determined by the independent opinion, qualifications, knowledge and high human qualities of personnel that can ensure modern progress in international templates.

The work of radical reform of the educational system in our country, raising it to the level of modern requirements, raising a harmonious generation for the future has become a dominant direction of state policy.





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