USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING THE TOPIC OF REPRESENTATIVES OF THE JADIDIST MOVEMENT AND THEIR ACTIVITIES

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Abstract

This article covers issues such as the use of pedagogical technologies in teaching the topic of the Jadid movement and its activities.

Keywords: Jadidism movement, manifestations, pedagogical technologies, method, technique.

Introduction

Reforms in the public education system in recent years have taken on a completely new meaning. First of all, it is necessary to thoroughly teach the younger generation the basics of scientific knowledge, to form in them a broad worldview and scope of thinking, to the effective organization of educational work in the field of the formation of spiritual and moral qualities.

President Sh.M. Mirziyoyev during a videoconference on August 23, 2019 noted "The need to create a modern and rational system in the field of education, to update teaching methods, educational standards, textbooks and teaching aids, to use foreign best practices in education, and to rely on national traditions and values in education." one]

The future and prosperity of each state is determined primarily by the progress of science and the development and improvement of education. In this regard, in the reforms carried out by President Sh. M. Mirziyoyev, the issue of developing the sphere of education and science, educating the younger generation is considered as one of the priority areas of state policy. In particular, the Presidential Decree of January 28,

2022 "On the Development Strategy of New Uzbekistan for 2022-2026" sets out a number of tasks in the field of pursuing a fair social policy and developing human capital. [2]In particular, the fourth direction of the Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. 60 "On the New Development Strategy of Uzbekistan for 2022-2026" belongs to the fourth direction "Conducting a fair social policy, developing human capital", the fifth direction is "Ensuring spiritual development and taking the sphere to a new level" Goal 77 sets out the issues of further development of the study and promotion of the history of Uzbekistan and the implementation of the Concept of the development of history until 2030.

Creating a bright future of the country, spreading its name around the world, presenting to society the national and cultural heritage created by great ancestors, enriching them, ensuring the place of the independent Republic of Uzbekistan among the developed countries depends on educating the younger generation as a perfect person and a qualified specialist. Therefore, in this methodological recommendation we try to highlight the methodological aspects of studying history.

Literature Review

The aim of this study is to explore the scientific application of historical knowledge through the use of innovative technologies in the classroom. From methodical games in the subject of history, discussion , exercise method, B/B/B TABLE, Square Test, SWOT, "T-table" technology, Insert methods, "Blits-survey" method, "Working in small groups" method, Lotto "Let's get acquainted" method, "Historical alphabet", "Intelligent cleverness", "Brain-ring" game, "Openwork saw", T-TABLE method, "WHY?" It is intended to teach the topic on the basis of scheme technology, SWOT-Analysis method, "Ground to the topic" method, "T.A.R.I.X." method, "Conclusion-tree yield" method, "The content of topics is unknown in pictures". It also provides information on teaching methods that help teachers to teach students on the basis of active thinking, to help students to acquire and apply scientific knowledge under the guidance of the teacher, to form worldviews and beliefs, to acquire mental and physical labor, skills and qualifications, to develop cognitive and creative abilities [[5]

Reseerch Methodology

1)**Collaborative Learning Technology.** Aware that the success of each student in education leads to group success, the technology of collaborative teaching paves the way for systematic and sincere mental work, quality completion of learning tasks, thorough mastering of learning material, cooperation with friends and mutual assistance.

Collaborative Teaching Methods. In order to use collaborative teaching methods in the educational process, the teacher must:

– determine what topics can be studied using collaborative teaching methods and determine these lessons in the calendar;

– preparation of educational tasks recommended to pupils on this topic and instructions for their implementation;

– design of the type, structure and course of the lesson, using collaborative teaching methods;

– draw up test tasks to control students' knowledge of old and new topics.

When using these methods, it should be borne in mind that the correct completion of educational tasks by students in cooperation with their partners is taken into account, as well as the activity of group members, the emergence of cooperation, compliance with the principles of the culture of communication between them.

Thus, group members perform two tasks at once:

1. Academic assignment - achievement of the goals of academic tasks through cognitive and creative research;

2. Socio-psychological task - possession of a high culture of communication during lessons, observance of good manners;

The teacher supervises the completion of both tasks at the highest level.

The teacher has mastered the knowledge, skills and qualifications of the specifics of this technology, the effective organization of students' independent work, educational debates and discussions in order to use collaborative teaching methods in the educational process, and the students have the ability to independently and creatively work on textbooks, scientific and popular literature, to express their opinions briefly and clearly; Skills of reasoning and argumentation, logical reasoning, active participation in educational debates and discussions must be formed and conscious discipline must be developed. [3]

2) Types of collaborative learning technology.

There are several techniques of collaborative learning technology:

In team (team) training (R.Slavin), students are divided into two teams of equal numbers. Both teams have the same mission. Team members complete learning tasks collaboratively, paying attention to ensuring that each student acquires the knowledge, skills and competencies expected from the topic. For example, **on the topic "Manifestations of the Jadidism movement and their activities",** you **can organize a group lesson** through the game "Happy Coincidence".

- The class is divided into two equal teams.
- The team works together on a given topic.
- A general presentation will be made.
- Each team member expresses their opinion.
- Activities are supervised and evaluated by the teacher.

A "happy coincidence" method

Through the "happy coincidence" method, it will be easy to determine how much of the homework assignments on the topic have been studied. For this, paper cards are made, and for each card 2-3 questions are asked. Only one card will be labeled "Win '5' Score". Whoever gets the same winning card is considered the winner of "Happy Coincidence" and gets the highest score in today's lesson. Students who receive question cards are also graded based on their answers to the questions. For example, a "happy coincidence" game can be organized as follows: Cards made for a "happy coincidence" game:

It is also possible to divide students into groups in a happy randomness game, in which groups take turns answering the following "Happy Coincidence" ticket questions: (In this case, 9 ticket questions are prepared in advance, 8 ticket questions are written in full, one "Happy Coincidence" is written as 5 points, the student is given 5 points, the student is given 5 points, one ticket is given a full assessment of the topic, The reader is fully satisfied.) (Teacher may increase tickets or questions in it)

R. Slavin, who is one of the authors of the technology of collaborative learning, notes that it is not enough for students to be instructed to complete assignments collaboratively. It is necessary to create a real cooperation between students, a sense of joy in the success of each student, a sense of sincere help to each other, a favorable socio-psychological environment. In this technology, when determining the quality of students' mastery of knowledge, they are not compared with each other, but the daily result of each student is compared with the result obtained earlier. Only then, students will feel responsible and will seek more and learn knowledge, skills and skills, realizing that the results will benefit the team.

Collaborative teaching in small groups. In this approach, small groups of 4 students are made of short. The teacher first explains the topic, and then the students' independent work is organized. The learning tasks are divided into 4 parts, with each student completing a specific part of the task. At the end of the task, each student reflects on the part he or she has completed, educates his friends, and then the group members draw up an overview of the assignment.

The teacher listens to the information of each subgroup and supervises the assessment of knowledge with the help of test tasks. Educational activities of students in small groups can be organized in the form of games (tournaments, competitions), as well as individually.

For example, **on the topic "Manifestations of the Jadidism movement and their activities", it is possible to organize a** lesson "In the harvest of a conclusion-tree".

Learners will try to reason, write the necessary information in a notebook, realizing that the only way to acquire knowledge is to carefully listen to the information of their partner. Here the teacher acts only as an organizer, organizing the independent work of students. At the end of the lesson, the teacher determines the students' level of knowledge using question assignments. The growth in the quality of each student's knowledge is taken into account.

The method "Conclusion-in the harvest of a tree"

Purpose: "Conclusion-Tree Harvest"-A playful method that is analyzed as a result of answering questions that give rise to the main content of the topic and produces a final conclusion. This is a playful way that allows the reader to draw the main conclusion of the topic, exchange ideas with each other, and unfold the narrative of events.

Recommendations for application steps:

1.Should be used when reinforcing a more studied topic.

2. It is advisable if this method is carried out in grades 5-9.

3. Conducting the "conclusion-tree method" is first drawn on a poster or classroom board (shown in Figure 1), and simple questions that make up the main content of the topic and problematic questions that encourage students to think are written on the tree branches. The main reason why simpler questions are written is because you know that only if problem questions are written, excellent grades readers may answer, but low learning students may not. That's why simple questions ensure the participation of all students in the classroom. This creates competition among students.

4. After the questions are written on the tree branches in the above order, the students' answers are shortened and written in the "Answers" section of the tree. Answers are recorded in the "Answers" section of the tree, albeit one that is correct or slightly deviating from the question. The question may arise as to why the answers are incorrect or slightly off-topic will also be recorded. The main reason for this is that in

the process of analysis, the reader corrects the mistake of the reader, and this process creates a debate.

5. The answers in the "Answers" section of the tree are analyzed together with the readers, and the most correct and optimal conclusion answer is written in the "Answer summary" section of the "Answers" section of the tree. In this order, all questions will continue until they have been answered.

6. The summary of the answers in the "Summary of Responses" section will be analyzed together with the readers, and the main conclusion of the most recent topic will be written in the "Main Conclusion of the Final Topic" section of the tree. It appears that the main conclusion of the topic emerges in the process of a step-by-step analysis of the answers. [5]

Learners' knowledge is conducted, supervised, and evaluated individually using questions. The group members with the highest number of points are summed up, and the group with the highest score is deemed the winner.

At the end of the lesson, tasks and tasks are given to the house on the topic.

"Letter" method

Readers are tasked with writing a letter anonymously to one of the characters of the subject. For example, in the 9th grade textbook "History of Uzbekistan" the topic "Andijan uprising" is given. Expressing his thoughts, the reader can write a "letter" to one of the characters of the subject as follows: "Hello, I am the ancestor to whom I am sending a letter. At that time, people considered you a "saint." You've used physical circumstances to perform miracles among the people. You led one of the national liberation movements in Turkestan and fought against the colonialists. I read about you in other literature as a medium-sized, goatee-bearded, lean meat, skinny, wheat-colored, eyebrow-raised, Tajik pig, sparsely talkative, smiling, with a gentle voice. ."

During the lesson, students will find out who the letter is addressed to. [4]

It is desirable to use these methods to assess the knowledge, skills, qualifications and competencies of students, to develop students' independent thinking and ability to correctly assess situations on the basis of effective methods in the vars process.

We, teachers, not only provide students with deep and solid knowledge of subjects in the classroom, but also instill in them an interest in knowledge and the need for work. The use of IPT in activating learners' learning activities works well. Effective organization of the teaching of history in the education system will contribute to the development of students' independent thinking skills.

Conslusions and Recommendations

In conclusion, we can say:

1) Various methods and means of education are scientifically substantiated in the methodology of teaching science today. Based on the content and character of the didactic material chosen by the teacher, the solution to the problem of increasing the activity of the student will be easier, using methods and means appropriate to it, and the solution to the problem of increasing the activity of the student will be easier;

2) In the methodology of teaching science, it will be relatively easy to form the historical knowledge of the students if the teacher takes into account the cognitive capabilities of the students. [6]

In the research carried out on the scale of this article, we believe that it is necessary to pay attention to the following recommendations, aimed at further improving the level of theoretical and methodological work of the formation of professional qualities of teachers:

1. To create integrated programs and textbooks of pedagogical and private-methodological disciplines in the process of professional training of teachers.

2. To form in teachers the skills and competencies of professional self-improvement independently based on the formation of the impression that social competition is an important condition for being resistant to it in an ever-growing environment.

3. Popularization of the experience of teachers who are creative, who have achieved high results during their professional career. [6]

Based on the above, the effectiveness of the teaching process depends on the degree of mastery by the teacher of the skills to organize students' cognitive activities in accordance with the tasks and goals of teaching. A teacher of science should always remember one rule, according to the interpretation of which the science of history teaches every citizen, especially our youth, to understand the meaning and essence of the people's past, to appreciate our rich spiritual and cultural heritage, to cherish it like the pupil of an eye, and to be proud of it wholeheartedly. It provides a wide and unparalleled opportunity to receive spiritual support and examples from our rich past heritage. It is the Qur'an and the Qur'an, and the Qur'an.

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