Pedagogical foundations of teaching based on modern approaches in history classes

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ABSTRACT

This article provides information on the pedagogical foundations of teaching history classes based on modern approaches

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The present and future of every country is literally determined by the level of development of the country's education system. After all, the development of the country and the prospects of the nation are closely related to the maturity of the boys and girls who are growing up in this country. Today, one of the most important tasks in the public education system is to raise the quality and content of education to a new level, to form morally sound, morally pure, rich in personal and professional qualities, independent-thinking, proactive, active young people, teachers to develop their knowledge and professional skills, to provide them with practical methodical assistance, in particular, to implement activities aimed at increasing the enthusiasm of young teachers for their chosen profession. To develop students' creativity, to be able to see news, to learn to apply scientific and technical achievements in practice, to "study, learn and apply, analyze the results and work more effectively" at the educational institution. It is a great task for today's pedagogues to work tirelessly to create an environment and find new modern methods. In order to make the lessons as interesting and effective as possible, the teacher is always searching, creating innovations, realizing hidden possibilities in the student's thinking, first of all, he is a master of skills, a psychologist who deeply understands the heart of the student, folk pedagogy and modern should be an expert familiar with teaching methods, work based on local opportunities.

The aspiring pedagogue teaches in the lessons "finding a surplus, finding a foreign word, who is smart?, blitz-survey, "truth-false, learn what you don't know, teach what you have learned, "cluster, brainstorming , Venn diagram, FSMU uses modern interactive methods such as "Working in small groups", "memory exercise", "debates", "find the owner of the definition", "chain question and answer", and these methods contribute to students' deep knowledge acquisition. Demonstration organization of lessons is a factor in further strengthening of students' knowledge. 70-90% mastery is achieved by visual organization of the material the student is learning. That's why the teacher tries to pass the lessons on the basis of various hand-made exhibitions using ICT. There is a saying in our people that "Seek knowledge from the cradle to the grave", and

the people of teachers should not stop researching and studying even for a minute. Study plans, work plans for clubs, methodical association activities, plans for working with gifted students and necessary methodological recommendations, and additional information for lessons can be found at ziyonet.uz, uzedu.uz, book .uz, ziyouz.uz, ijod.uz, multimedia.uz, rtm.uz, etc., and adapt it to his pedagogical activities. After studying the works of the most active teachers, their creative presentations are being held in the educational courses organized in the school, in the meetings of the method association. In particular, during the organization of science months, weekly and various evenings are organized, and exhibitions of "The most active student, the most exemplary open lesson, hand-made demonstration weapons" are being organized.

Nowadays, the interest and attention to increase the efficiency of education by using modern methods in the educational process is increasing day by day. Classes using modern technologies are aimed at making students search for the acquired knowledge by themselves, study and analyze it independently, and even draw their own conclusions. In this process, the teacher creates the conditions for the development, formation, learning and upbringing of the individual and the team, as well as performs the role of management and direction. In such an educational process, the student becomes the main figure.

"Why do we teach?" in the educational system of teacher-scientists for years. "What do we teach "How do we teach?" in addition to searching for answers to the questions "How to teach effectively and efficiently?" They looked for an answer to the question.

This has led scientists and practitioners to the idea that it is possible to try to turn the educational process into a technological process that gives a certain guaranteed result regarding the development of education. The birth of such an idea created a new direction of pedagogical technology in the science of pedagogy. Today, modern methods are used in the educational process of educational institutions The main reason for paying special attention to the use of n is the following:

First of all, modern methods have a wide range of possibilities for the implementation of education that develops the personality. The Law "On Education" and the "National Program of Personnel Training" pay special attention to the issue of the implementation of developmental education.[1]

Secondly, modern methods provide an opportunity to widely introduce a systematic activity approach to the educational process.

Thirdly, modern methods encourage the teacher to pre-design the technological chain, starting with the goals of the educational process, and ending with the creation of a diagnostic system and control of this process.

Fourthly, since modern methods are based on the use of new tools and information methods, their use ensures the implementation of the requirements of the "National Personnel Training Program".

Therefore, the role and importance of modern teaching methods - interactive methods, innovative technologies in the educational process of educational institutions is incomparable. Knowledge and experience of modern methods and their use in education ensure that students have knowledge and advanced skills. Modern methods include innovation and changes in the pedagogical process and teacher's and student's activities, and interactive methods are mainly used in its implementation. Today, we are using concepts such as interactive, pedagogical technology, technology, and innovation in the education system. So what are these concepts? We will explain the meaning of these words to young pedagogues:

Innovation - from the English "innovation" - innovation, renewal, renewal.

Technology is a project, integrity, and result that fully occupies the educational process.

Pedagogical technology is a goal-oriented, result-oriented process of the educational process, taking into account human and technical capabilities.

"Interactive" ("interactive") is an English word. means to act together. Interaction means cooperation (with others).

Summarizing the experiences of teachers on ensuring interdisciplinary communication,

lessons organized in interdisciplinary communication can be divided into three groups:

1. On the basis of the presentation of the interdisciplinary elements used for the performance of separate tasks on the topic studied in the lesson organized on the basis of demonstrability in various tables and models. For example, in history lessons, the history of Uzbekistan and world history lessons are similar in content, such as "Culture of Asian countries", "Medieval cities in Europe", "Medieval cities of Asian countries" according to

2. Similarity of topics: increasing the effectiveness of the lesson based on the use of interdisciplinary communication as an integral part of the educational process.[2]

3. Generalization - creating an opportunity to repeat the acquired knowledge of students in specially organized repetition-generalization lessons for various educational subjects in order to perfectly teach the general laws and principles of academic subjects.

If the following didactic conditions are followed during the course of the lesson, the effectiveness of the embodied approach to teaching will be achieved: inclusion of lesson hours formed on the basis of interdisciplinarity in the curriculum by harmonizing the topics of the studied subjects; ensuring the educational quality of classes organized on the basis of interdisciplinary communication and strengthening its educational aspects; formation of students' scientific worldview and certain skills and qualifications with the help of concepts in the content of related or mixed academic subjects in lessons;

Effective use of various means of accelerating students' cognitive activities in ensuring interdisciplinary communication. For example, it is possible to achieve such a goal with the help of organization of problem solving, demonstration, independent works, individual assignments on mixed educational courses. The use of other lesson materials to deepen students' absorption of the lesson materials studied on the basis of interdisciplinary communication, and the fact that these materials are mutually related in terms of content. In this case, there may be repetition, generalization, learning of new material, strengthening of skills and competences, and control lessons. This is the opposition between mastering the knowledge learned from the educational subject and solving problems based on the interrelationship between academic subjects and knowing how to apply them in the mastering of knowledge from various other subjects. is A problematic situation arises on the basis of contradictions between the students' cognitive activities and the harmonized content of the academic subject. [3] The following didactic requirements are imposed on the lessons conducted on the basis of interdisciplinary communication:

1. In order to master a new topic in the lesson studied on the basis of interdisciplinarity, the knowledge acquired from other disciplines should be involved and to acquire the skills to apply them.

2. Ensuring the effectiveness of students' cognitive activities in applying knowledge from other subjects in the lesson studied on the basis of interdisciplinarity. The teacher should not repeat the material of another subject during the lesson. The goal of interdisciplinary communication is to enable students to independently apply their knowledge from different disciplines to solve new questions and problems. For this purpose, at the beginning of the lesson or in the process of explaining new material, repetition conversations are held that clarify the knowledge included in the content of other educational subjects, problem situations are created, in which it is required to apply the knowledge acquired from related subjects; regular homework is given to strengthen acquired knowledge; In addition to collective educational work in the group, individual assignments (on the basis of interest, selection, mandatory) are provided.

3. In the course of the lesson, it should be aimed at explaining the nature and causal relationships of the studied phenomena on the basis of interdisciplinary communication.

4. Subjects of lessons studied on the basis of interdisciplinarity should consist of a worldview based on the dependence of

knowledge from different disciplines, conclusions of a generalized nature. Students can understand the objectivity of such conclusions only when they are convinced of the need to draw knowledge from related disciplines.

5. The lesson conducted on the basis of the application of interdisciplinary communication should create a positive impression on the students, create interest in them to learn the differences and connections between the knowledge they have received from different subjects.

6. Learning materials should be summarized on the basis of interdisciplinarity. Therefore, it is appropriate to use various forms of education that provide generalization of the tasks of interdisciplinary communication: embodied homework, generalizing repetition lessons, traveling lessons, etc.

Summary:

Each technology is aimed at implementing some idea, scientific thought or theory in practice, therefore pedagogical technology occupies a place between science and practice. Therefore, before applying this or that modern method to practice or the educational process, it is necessary to consider all its features and capabilities (what it is aimed at, what purpose it is used for, which pedagogical concept it is compatible with, what tasks it helps to solve in a certain situation and etc.) should be studied and then applied. When evaluating students' knowledge, especially when they give grades to each other in front of their eyes, there is no room for any doubts and suspicions about the fairness of the teacher in front of the students and the authenticity of the grades.

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