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Problems in the Education System and Their Solutions in Teaching History

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ABSTRACT

This article talks about the problems in the education system and their solutions in teaching history today.

Keywords:

Historical science, scientific and historical truth, teaching staff, education system, methods of teaching history, methodology.

Today, students studying in the field of history should understand ways to achieve historical research styles and scientific and historical truths about the use of historical works, their analysis, their effectiveness.

Today, history has become one of the main tasks of teaching history, providing adequate knowledge of various research styles and approaches in the preparation of historians and developing their scientific research skills and directing them to draw accurate and scientific, historical conclusions in the process of historical research. In this regard, the first President of the Republic of Uzbekistan, LA. Karimov's comments emphasize: "The bad thing is that subjective thoughts become infectious. In-depth analysis, a unified idea that is not based on logic, confuses people, first and foremost teachers of history. They also tell readers that this is the truth. Only conclusions that are the fruits of debate, discussion, analysis can guide us in the right way.

(Matthew 24:14; 28:19, 20) Today, the lack of interrelationship between education and manufacturing in Uzbekistan has become a pressing problem. The roots of this problem are

that not enough research has been carried out on the same issue, and that all are left on paper without proper implementation of the procedure. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Almost all of these cadres are considered professionals who have been trained by the national education system.

As a result of the systematic organization of the process of improving the quality of pedagogical personnel, attempts are being made by the state to improve the quality of education. Over the past period of time, however, teacher training institutions have become part of the current bureaucratic-corruption system instead of justifying the trust expressed. In a nutshell, it was not possible to fully achieve the goal of improving the quality of pedagogical personnel.

Consider some of the reasons for this in the example of the activities of history teachers in secondary schools.

First, local specialists from abroad or with foreign experience were not regularly involved in the teacher training process. This did not affect the effectiveness of MOIs.

Second, the MOI did not create methodological literature that could be recommended for use in teachers during and after their studies. Although created, it did not work.

Third, rather than organizing an additional systematic approach to regular teacher training, they were forced to fill out a variety of unnecessary documents. In recent years, efforts have been made by the Ministry of Public Education to address this situation, but this has not yet been fully resolved. We have enough grounds to come up with such an idea.

Fourth, there is absolutely no emphasis on filling the scientific information balance of training institutions with innovative concepts, ideas-based tools, and methodological sources, including the introduction of knowledge provided in the field of higher education. On the contrary, MOI is becoming an organization that receives orders to "improve" the quality standards developed by the higher education system. Because most of the professionals who work at MOI have been teaching teachers classes, using a lecture that has become obsolete for months and years alone. We cannot keep it a secret today. So the causes of the problem are overwhelming. We concluded that based on national and international educational experience, an initial step can be taken to address the above problem through two solutions. You can find out about them below:

First of all, in the preparation of bachelor's degrees in the field of history teaching methodology, you can achieve a radical review of the composition of academic subjects taught in higher education and reduce the duration of study from four to three years, organizing effective teaching of specialists only on the basis of a new approach. At the same time, it is intended to make up 80% of the composition of all academic subjects. On the other hand, lecture sessions in teaching each subject should account for 25 percent of the hours allocated for the subject, 25 percent of practical workshops, 25

percent of independent education, and 25 percent of pedagogical practice.

It is necessary to create a national methodological supply source for history teachers. They can be in the form of a textbook, xrestomata, electronic or printed methodological tool, website. The use of these methodological supply sources is provided by prospective professionals in the process of studying in higher education institutions. Later, on a periodic basis, these sources of support will be updated. When creating sources of methodological supply, it is important to focus on describing each teaching (teaching) method based on a separate classification (this process requires additional research). (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to answers with you. This is because many people are prevented from achieving the fruitage of their teaching by using teaching methods that are illuminated without any examples or recommendations in a subjective scientific style.

As we made a covenant to fundamentally reform the education system, we would have emphasized the need not to shy away from imposing unconventional approaches to it. For today's level of development of the education system is a sign of who will have the fate of the country in the future .

During the 20th century, the world flourished at an unprecedented rate compared to previous times, and scientific progress can certainly be acknowledged as the main factor that has had the most impact on these processes. In recent decades, the process of updating modern professional history and scientific historical culture has been realized by the abandonment of class determinism and the development of basic general laws. At the same time, these changes have had a direct impact on the science itself, namely, many of the scientific and philosophical views that have arisen in the internal spheres of science and science over the past years, the formation of various schools, and the development of scientific complexities and current perfection in the fields of history and history methodology. In addition to the changing world and the renewal of society, a number of innovations are being made in

science. The improvement and current perfection of a number of scientific and theoretical views in the field of science, in turn, has an impact on a new understanding of the problems in science, as well as on the development of qualitative changes in the field of science and its scientific research, as well as in the theoretical and methodological foundations of scientific research. This indicates that history flourishes like other subjects.

List Of Available Publications:

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