



Using Modern Methods in Teaching History Today.

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ABSTRACT

This article talks about the use of modern methods in teaching history today. Based on scientific data, the author studied and analyzed the specific aspects of the use of modern methods in teaching history today on the basis of existing literature.

Keywords:

History, modern methods, pedagogy, teaching.

In the years of independence, objective study of the history of Uzbekistan, giving a true assessment of the ancient and rich history of the Uzbek people became a priority. In the shadow of independence, which made a sharp turn in the life and destiny of the Uzbek people, science, in particular, history, which is the basis of national identity and spiritual growth, developed in its own way.

In objective coverage of the history of Uzbekistan, the President of the Republic of Uzbekistan Sh. As stated in M. Mirziyoyev's work "Together we will build a free and prosperous, democratic country of Uzbekistan", "... in-depth study of the world's best practices is one of the important conditions for the implementation of the large-scale tasks ahead of us." we count" [1, 27]. In recent years, the science of history, which is an integral part of spirituality, for the first time began to fulfill its legal function - to serve to express the identity of the people.

"The sense of historical memory is fully restored, the path traveled by the people with all its successes and victories, losses and victims, joys and sufferings, will be a true history only if it is studied objectively and

truthfully" [2,145]. Objectivity, truthfulness, and a fair approach are important in the study, analysis and coverage of historical events and events [3,121]. Before thinking about the effective organization of history science, it would be appropriate to study the concept of "effective education" by analyzing the opinions of local and foreign researchers.

Effective teaching is an educational process in which the ability of students to learn independently, to perceive and understand the atmosphere of the class, and to acquire the necessary knowledge, by combining different teaching methods of teachers or using them separately is [4,108]. Also, effective teaching is a broad concept that must be evaluated with its own dimensions. Therefore, effective teaching is a set of various complex processes organized to improve the quality of education[5,401].

- There are two main characteristics of effective teaching. These are:
 - Facilitate students' learning of a variety of facts, skills, values and concepts;
 - Formation of teachers' ability to use different teaching strategies, methods and technologies in the classroom, individually or in combination;

- From another point of view, effective teaching can be described as a key teaching skill necessary to increase student achievement.

Surrounded by these thoughts, it can be said that an effective teacher knows and loves his profession and field, is knowledgeable, enthusiastic, selfless, organized and enterprising, has the ability to make quick and correct decisions, and is fair. and at the same time is defined as a person who can promote knowledge to students and is interested in their peace and future[6,14].

"Education" in a broad sense is a general process aimed at constantly conveying to the next generations the experiences of great social importance established by previous generations, and in a narrow sense, it is a social institution, one of the social substructures of society. And "quality" as a philosophical term is the sum of all important properties of an object or subject. If we combine the essence of the concepts of "education" and "quality", the quality of education is a process consisting of the combination of the most convenient methods that serve the integrity of its characteristics, student learning and personal development [7, 5].

The quality of education is a process with complex development power (dynamics), quality tasks of the components of the entire educational system, which is explained by changes in the activity of educational institutions, that is, changes in their social, economic, technological and political environment[8,181]. At the same time, the quality of modern education is not one of the results of innovative development, but one of the necessary conditions for its implementation [9, 4]. The concept of history, which is a field of study, is a scientific field and a process of studying the actions and activities of people over time as a science. However, it is impossible to study and reveal everything that happened in the historical process. Because, according to the positivist view of history, any claim that can be accepted as historical information must be based on evidence, especially written evidence. Therefore, history can be defined as written information about past events and evidence.

J. Slater expresses this idea as follows: "...in essence, history is a way of studying the past and confirming our knowledge and opinions at the same time" [10, 8]. History, the western alternative to the concept of history, comes from ancient Greek and means "search" or investigation of truth. As a discipline, history studies human history through its unique methodology. Historical methodology, identifying a research area, problem or topic, developing hypotheses related to this topic or problem, gathering information from evidence and sources, analyzing and criticizing this information, reviewing other research on the topic and understanding of the topic as well as uncovering research that is interpreted in a logical framework. Based on this, the role of the historian is defined as studying the past in the process of his independent scientific development, creating clear, realistic and complete concepts or images of the subject, and thinking about all these stages.

In the organization of traditional history lessons, the process of transferring information to students is usually done by reading textbooks or other ready-made secondary sources. This process only creates the ability of the learner to remember and accept ready-made information as information. Non-traditional interactive, effective history lessons emphasize the use of the above-mentioned skills and history teaching methods to achieve reliable descriptions and explanations of the past. Because pedagogical and historical research methods used in history classes and historical research can provide students with various useful facilities in understanding the past.

The process of studying sources and identifying written evidence, identifying the personal opinions of the person(s) who prepared the source or given evidence, and learning the true meaning of the opinions expressed in written or other sources are other aspects of history teaching. This means teaching how to learn historical truth. Effective history teaching requires providing students with sources and evidence along with ready-made historical inferences. From the pedagogical point of view, it is very effective for the student to create historical knowledge and imagination

by analyzing certain historical sources (whether written or oral). Indeed, in history lessons, it is useful to use methods that ensure the student's independent thinking, rather than methods that stimulate the learner's memory.

Understanding historical knowledge and understanding the past requires studying and examining evidence. But the elements that make up history are not only about them, but also the events of the past, the complex of experiences that are known today. Some researchers argue that history teaching practices using historical thinking processes make a significant contribution to the understanding of many historical issues and topics. Today's state of modern education requires revision and clarification of the concept of education, entering into the process of analysis of categories and principles of person-oriented pedagogy.

The new model of pedagogical consciousness gradually abandons the practice of direct influence of the teacher on the learner and allows to more effectively organize the structure of the entire pedagogical space to ensure the opportunities of the learner's own development. Thus, each teacher strives to make his lessons interesting and meaningful, which increases the interest of learners in the subject. In particular, in history lessons, special attention is paid not to assimilation of facts, but to the development of the values of different periods, to put yourself in the place of a person of the past, to understand his thoughts and actions. All this can be done with the help of historical empathy.

Empathy comes from the Greek - "passion", "suffering", "feeling" and means conscious sympathy with the current emotional state of another person. Historical empathy means feeling the life of historical events and historical persons. One of the methods of forming historical empathy is the story of historical events. The works of Russian researchers talk about the effective use of the story method in their lessons. P. V. Goran, A. A. Vagin, P. S. Leibengrub are among them. In order to contribute to the formation of empathy in children through a story, it is necessary to use various special tools, as stated by A.A. Vagin. By

reviving historical events, the historical subject becomes more reliable and allows to better reveal the uniqueness of the historical events being studied [11,431].

The use of examples of fiction in history lessons also helps to clarify the historical truth and create vivid images of the past. In addition, it is effective to use various displays in the narration of historical events. For example, visual representations of objects of material culture, technical (audio-visual) means of teaching are among them. All this allows students to imagine the atmosphere of the historical period, to experience the feeling of being in the historical events of the past. Another way in which historical empathy is formed is personality.

The imagination of fates, actions, life conditions, activities of a historical person in the heart of the learner allows to understand the state and activity of a particular person as a normal phenomenon in social life [12, 240]. The formation of historical empathy includes the following tasks:

- Imaginary trip. In the course of the history lesson, it is required to describe something that we can see a person of the past. For example: "I will go to the 18th-century Kokan Khanate and...", "...let's enter the feudal castle..." to introduce students to the historical period under study and organizing a historical trip is one of the methods of forming historical empathy. The positive aspect of such tasks is that learners pay attention to historical details.

- Imaginary interview. One student becomes a historical figure, and the rest of the students ask him questions. The questions should be related to the life and activities of the historical hero. This type of task requires good preparation of class participants who are able to perform the previous task.

- Incomplete sentence method - A historical person, for example, is asked to continue the phrase belonging to Sahibqiron Amir Temur. Thus, it is proposed to carry out the experiment of predicting the end of any historical events.

- Historical competition - "...how would you do it", "...who did you burn?", "Which category are you on?", etc.». Foreign Methodists

suggest using the following tasks during the lesson: "If you were 15-year-old King Richard III, how would you feel fighting the rebels in the Peasants' Revolt? Would you agree with their demands?" When performing this task, students will not only need to know the historical materials, but also present their point of view on the problem by analyzing the existing knowledge.

- Restored painting - familiarization with monologues or dialogues of historical paintings. When performing this type of task, students are required to clearly imagine that they need to demonstrate historical knowledge, so this task can be carried out not only on the basis of the textbook, but also with the involvement of additional literature. Composition from the first person - based on writings, memoirs, diaries, using various genres, the events of the past are told on behalf of a witness or participant. In the process of history teaching and historical research, participants and researchers face an important task related to language, such as understanding, interpreting and using historical terms and concepts. According to the English researcher Graham Swift in *Husbands*, historical expressions and concepts are used by historians to understand the past in different ways, to explain the views, beliefs and activities of historical figures, and to represent historical processes. the special language it contains is called "historical language" [13,16].

The special task of a history teacher is to teach historical concepts and ensure their transfer to the future. In order to ensure the effectiveness of history teaching, a history teacher must have a certain level of knowledge and some teaching skills, transformation to understand and explain historical events, facts, people, processes and identity. , interpretation, evaluation, analysis and synthesis skills and abilities are required.

In the process of teaching history, preparing materials based on their interrelationship with other social sciences, for example, using information from geography, civics, religious culture and ethics, will not only help students better learn the topics, but also improve the perception of social realities in

general. gives an opportunity to achieve and understand real life. It is very important and useful to use historical materials and sources (historical documents, historical objects, pictures, maps) in the course of the lesson. In addition, the use of information and communication technologies and the Internet in history lessons not only contributes to the intellectual development of students, but also increases their historical thinking and learning levels.

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