

Karimbayeva S.
Candidate of History, Associate Professor of the
Department of Social Sciences
Namangan Engineering-Construction institute

CURRENT ISSUES OF TEACHING HISTORY

Abstract: This article discusses the current issues of teaching history. The author explained the methodology of history teaching for young teachers.

Key words: history, method, methodology, problems of methodology, interests of students

Teachers-practitioners face the question: how to teach student? This didactic question brings us to the category of teaching methods. Teaching methods help to achieve the set goal, to realize the intended content, to fill learning with cognitive activity. The method is the link between the projected goal and the end result. Its role in the system "goals - content - methods - forms - teaching aids" is decisive. Methods should be understood as ways of interconnected activities of the teacher and students in the learning process, aimed at achieving its goals.

I would like to emphasize that in the pedagogical literature the concept of method is sometimes referred only to the activity of a teacher or to the activity of students. In the first case, it is appropriate to talk about teaching methods. And in the second - about teaching methods. If we are talking about the joint work of the teacher and students, then teaching methods are undoubtedly manifested here.

The teaching method is a complex, multidimensional, multi-qualitative education. It reflects objective patterns, goals, content, principles and forms of education. The dialectic of the connection of the method with other categories of didactics is reciprocal. In the structure of teaching methods, objective and subjective parts are distinguished. The objective part of the method is due to those constant provisions that are necessarily present in any method, regardless

of its use by various teachers. We are talking about general didactic provisions, principles and rules for all. The subjective part of the method is determined by the personality of the teacher, the characteristics of the students, and specific conditions. The ratio of objective and subjective in pedagogy is interpreted quite broadly. Naturally, the individual mastery of the history teacher is manifested most of all through the method.

In pedagogical science, there are different points of view on the classification of teaching methods. The criterion here is the logical ways of acquiring knowledge by students, the sources of acquiring this knowledge, the degree of activity of students in their assimilation, the form of realization of the volume of knowledge. No teaching method is universal. In the Soviet school, the most common methods were verbal, visual and practical.

In the methodology of teaching history, there is no consensus on teaching methods. The existing scatter is well shown by A.A. Vagin. Evidence of the unresolved problem is the absence of chapters on teaching methods in the two-volume teaching methodology. I.Ya. tried to systematize the methods of teaching history. Lerner. He proceeds from the fact that the method of teaching as a way to achieve the goal of learning is a joint activity of the teacher and the student. Therefore, each method should determine the teaching and learning activities at the same time. Teaching is primarily a cognitive activity, in the process of which the assimilation of knowledge takes place. Methods are called upon to characterize their specific way of assimilation and organization of this assimilation (cognition).

At the initial stage of knowledge formation, the method of assimilation of information corresponds to the explanatory-illustrative method. Its essence lies in the organization of the conscious perception of ready-made information by students by various means and techniques. It consists in attracting visual figurativeness, in the oral presentation of information and the presentation of documentary and literary texts. At the same time, the teacher uses the spoken

word, written text, video, monuments of material and spiritual culture or their reproduction in layouts, copies and symbolic clarity.

The second teaching method is the reproductive method. Its meaning is in the design of tasks for reproduction, the choice of the required number of exercises in a pedagogically justified system, and then reproduction, i.e. reproduction of the action by the student in accordance with the task. This may be a retelling of the teacher's explanation, a description of the content of the picture after its characterization, drawing up a simple and complex plan, an exercise in familiar comparison, a story about a historical figure according to the scheme, answering a question that does not require search, placing events on a contour map, compiling a chronological tables, an exercise in counting years before and after and so on. Here the word, visualization, text and practical activity serve as means of the reproductive method.

I. Lerner emphasizes that one can know, be able, but not be ready for creative activity if its experience is not learned. It can be mastered only in the process of solving problems and problematic tasks. In this case, the research method is used. Its essence lies in the construction or selection of a problem and problematic tasks and their presentation in a certain system for independent solution by the student.

In the methodology, a lecture presentation is distinguished. The lecture presentation is a detailed theoretical reasoning, scientific analysis and generalization, consistently carried out and based on specific historical material. In the lecture presentation, the material of narration and description serves the tasks of analysis and generalization, constituting the factual basis for conclusions and conclusions. In this case, the analysis and generalization is carried out in a monologue form. In a school lecture, various kinds of visual aids are used, sometimes it takes on the character of a teacher's conversation with the class. A lecture often takes up an entire lesson or even two. In the conditions of a modern school in the second concentre, history lessons are put into the

schedule in pairs or a block system is introduced - three lessons of 30 minutes each, which makes it possible for the teacher to use the lecture presentation if necessary. Due to the above circumstances, the pedagogical organization of listening, active mental activity of high school students is especially important. Students should clearly perceive the division of the lecture into logically complete parts. To do this, before it begins, a plan is reported or the task is given to the students themselves in the course of the hearing to draw it up. In any case, the presentation must be conducted in such a way as to clearly identify the formulation of the question, the logic of the analysis of historical material, on the basis of which its essence and significance are revealed, generalizations and theoretical conclusions are made. To facilitate the perception of a lecture, it is important to correctly place not only semantic, but also intonational accents, to present its content in a good literary language, interested, emotionally.

I would like to emphasize that the mid-90s of the XX century. marked by the appearance of a huge number of various textbooks and teaching aids for all periods of domestic and foreign history. Educational and methodological complexes (TMC) are being created, which expands the possibilities for working both in the classroom and at home. In modern literature, there is also an opposite opinion, fundamentally rejecting historical education from a textbook and replacing it with workbooks. This is a debatable issue that requires appropriate elaboration. You can study it according to the works of Yu.L. Troitsky.

So far, one gets the impression that most authors consider workbooks to be an appendix to the textbook. Therefore, they have a lot of tasks for mastering, repeating and consolidating new factual and theoretical knowledge. Often in workbooks, authors seek to go beyond school textbooks, supplement and deepen their content, and stimulate cognitive interest in the subject. Such an approach gives educational work a problematic, creative, research character.

The amount of mandatory and additional material in each case should be determined by the teacher in accordance with the characteristics of the class and the learning objectives.

Imagery and concreteness are mandatory requirements for the presentation of the material by the teacher and the most important conditions for its effectiveness. The liveliness and clarity of the story is achieved with the help of various means and methods of concretization, which are developed in detail by A.A. Vagin.

References:

1. Исхаков Б.Б. The role of ecological culture in family ceremony(as examples uzbeks in fergana valley). Международный научно-практический журнал "Теория и практика современной науки" Выпуск № 5(23) (Май, 2017).
2. Isxakov B.B., Karimboyeva S. Interpretation of environmental protection in islam. Turkish Online Journal of Qualitative Inquiry (TOJQI) Volume 12, Issue 6, June 2021:4610-4613.
3. Isxakov B.B. The ecologic conception of zaroastrizm connected with environment. "SCIENCE RESEARCH DEVELOPMENT". №13. 5(60). 2019 Germany.
4. Isxakov B.B. Navruz holiday: relations between nature and human. Электронное научно-практическое периодическое издание "Экономика и социум" Выпуск № 4(47) (апрель, 2018). –С.1-5. Институт управления и социально-экономического развития, 2018.