

METHODS OF UTILIZING HISTORICAL CONCEPTS AND MATERIALS IN HISTORY LESSONS

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Аннотация

Тарих фанини ўқитиш методикаси ривожининг ҳозирги босқичида талабаларнинг тадқиқотчилик компетенциясини тарихий тушунча ва атамалар орқали ривожлантириш муҳим ҳисобланади. Ушбу мақолада тарих ўқитишда тарихий тушунча ва атамаларни ўрганиш усуллари ҳамда воситаларини тизимлаштириш масалалари муҳокама қилинади.

Калит сўзлар: *Таълим, тарих дарслари, тушунча, терминология, атама, узлуксиз таълим, методика, усул, компетенция.*

Аннотация

На современном этапе развития методики преподавания истории важно развивать исследовательскую компетентность учащихся через исторические понятия и термины. В данной статье рассматриваются вопросы систематизации методов и средств изучения исторических понятий и терминов в преподавании истории.

Ключевые слова: *образование, уроки истории, концепция, терминология, понятие, непрерывное образование, методика, метод, компетенция.*

Abstract

At the current stage of the development of the methodology of teaching history, it is important to develop the research competence of students through historical concepts and terms. This article discusses the issues of systematization of methods and means of learning historical concepts and terms in history teaching.

Key words: *Education, history lessons, concept, terminology, term, continuous education, methodology, method, competence.*

Every historian needs to have a purely scientific understanding of history in order to deeply and clearly comprehend and analyze events that occurred in the past. Without accurate knowledge, it is impossible to have an understanding of a specific historical event. This is why studying historical terms holds great significance in the study of history.

The study of terms is conducted by a specialized science called terminology. Historical terminology explores their aspects related to history. In history, it has often been observed that the meanings of terms changed over time depending on a specific period in the past. In different countries and at different stages of societal and civilizational development, language terms characteristic of a particular region or country were widely used, and later they became international terms. Currently, they are used in various countries as terms denoting specific or exactly the same phenomena that have entered the international scientific lexicon [1].

History is a term, literature is another. The former transforms them into guides, annotated books, and encyclopedias. If we include encyclopedias, then the second place belongs to the works of world linguists on terminology. Historians in our country have also published a number of works on historical terminology, including B. Akhmedov, J. Bekmukhamedov, M. Boboeva, R. KurbanGalieva, Z. Saidboboev, and Z. Choriev's explanatory dictionaries of historical terms, which should be widely used in the study of history.

Historical terminology plays an important role in history lessons as it allows for the systematization of knowledge about past events and occurrences. Its usage helps students understand the connections between key concepts, processes, and historical events.

Here are several ways to use historical terminology in history lessons:

Defining and explaining key historical terms.

Analyzing primary and secondary sources using relevant historical terms.

Describing and discussing historical events and processes using appropriate terminology.

Comparing and contrasting different historical periods or civilizations using relevant terms.

Conducting research and writing essays or papers using accurate historical terminology.

By incorporating historical terminology into history lessons, students can develop a deeper understanding of the subject and enhance their analytical and critical thinking skills in studying the past.

1. **Introduction to Concepts:** At the initial stages of the lesson, you can introduce key historical terms related to the subject of the lesson. Explain the meanings of the terms, their historical context, and the relationships between terms, so that students have a clear understanding of what is being discussed.
2. **Definition of Terms:** Focus on the understanding of key terms used in course materials. Students can be asked to provide their own definitions or illustrations to help them grasp the meaning of these concepts.
3. **Comparison of Terms and Events:** When studying different historical periods and events, you can make comparisons and analogies between terms specific to that period. This helps students better understand the terminology and use it correctly.
4. **Using Context:** Show how terms are used in the context of real historical events. It teaches students how to use terms in practice and demonstrates how terms can help explain historical events.
5. **Discussions and Presentations:** Encourage students to use historical terminology during discussions and presentations.

It is worth noting that in the process of studying a new topic in history lessons, terms are necessary for understanding the information, and learning and memorizing historical concepts means fully mastering the topic. The problem of students grasping historical terms is one of the main challenges in history

education. This task is complicated by the large number of concepts and terms recommended for memorization.

To facilitate this challenging task, let's consider ways to work with historical terms through a few games.

CARDS

Systematic diagrams help to better understand the meaning of historical concepts and terms. It is effective to use information cards to explain new concepts and terms. For example:

<i>PALEOLITHIC</i>	<i>TEMUR AGE</i>	<i>NEANDERTHAL</i>
<i>MESOLITHIC</i>	<i>AUSTRALOPITHECUS</i>	<i>CRO-MAGNON</i>
<i>NEOLITHIC</i>	<i>ZINJANTHROPUS</i>	<i>HOMO HABILIS</i>
<i>ENEOLITHIC</i>	<i>PITHECANTHROPUS</i>	<i>HOMO SAPIENS</i>
<i>BRONZE AGE</i>	<i>SINANTHROPUS</i>	<i>PRIMITIVE</i>

These cards are distributed to students at the beginning of the lesson. Using the knowledge gained during the lesson, each student writes a comment on the back of their card and explains their opinion. Additionally, these cards allow students to write down new vocabulary terms and their explanations, saving the teacher's time.

To check students' understanding of the terms, the following methods can be used:

LEXICAL DICTATION

At the end of the lesson, it is recommended to correctly define new concepts and terms related to the topic. This helps reinforce the newly learned material.

For example,

Topic: Archaeology in the Study of Local History: Place and Role of Research.

No.	Term	Description
1	Archaeology	This term is derived from the Latin language and means "the science of studying ancient epochs."
2	Paleolithic	It was an ancient Stone Age that began approximately 800,000 years ago and lasted until 15,000-12,000 years ago.
3	Mesolithic	Middle Stone Age, which covered a period of approximately 12,000-7,000 years BCE.
4	Neolithic	New Stone Age, which covered a period of approximately 6,000-4,000 years BCE.
5	Eneolithic	Copper Age, which covered a period from the end of the 4th millennium BCE to the beginning of the 3rd millennium BCE.
6	Neanderthal	They lived approximately from 200,000 to 35,000 years ago during the Mousterian period, hunted large animals, and used tools. They were familiar with fire, its preservation, and use.
7	Sinanthropus	This term comes from Latin and Greek languages and translates as "a person who lives nearby." They are considered ancient people originated from Chinese.
8	Pithecanthropus	They were found on the island of Java.
9	Mousterian	It is a period of the Middle Paleolithic that covered approximately 100,000-40,000 years BCE.
10	Acheulean	It was the first period of the Paleolithic that covered approximately 800,000-100,000 years BCE.

In this assignment, several terms or their explanations are provided. In this case, the task of the students is to match the terms with their explanations and fill in the empty boxes [3].

CROSSWORDS

Crossword puzzles are usually recommended at the end of the section. However, it is possible to create crossword puzzles or formulate questions for completed crossword puzzles as a homework assignment.

"Find the odd one out"

In this task, you need to find 2 out of 3 relevant concepts related to the topic and remove the remaining one.

- | | |
|------------------|--------------------|
| 1. | 3. |
| a) an expedition | a) zoonym; |
| b) archeology; | b) archaeography; |
| c) archive. | c) inventory. |
| 2. | 4. |
| a) hydronym; | a) a fund; |
| b) a museum; | b) reconstruction; |
| c) oikonym. | c) Paleolithic. |

"Historical Domino"

Small cards are cut out of cardboard. In this task, the students' assignment is to place the terms related to the topic in a sequence. The participants of the game take turns placing their chosen cards next to the last card and explain how their chosen term is related to the previous term. The main requirement is for each participant to provide their own "move" explanation [4]. For example,

Topic: "The place and role of archaeological research in studying world history."

Chronology	Archaeogenetics
Artifact	Typology
Paleolithic	Civilization
Mustier	Urbanization
Manzilgoh	petroglyph
Mesolithic	Pictography
chopper	Heraldry
Microlite	Amphitheater
Anthropology	Design

"Historical Lotto"

Lotto is a game played with special cards that are printed with words or pictures. It is played in groups of students. This game allows students to test their knowledge of historical concepts and terms by using a set of cards and a barrel.

For example,

Topic: The importance of anthropological and ethnological information in studying national history.

The instructor writes the terms "Anthropology," "Ethnography," and "Archaeology" on the board. Numbered cards from 1 to 15 are distributed to each student. One student takes one card at a time from the barrel and reads out the historical descriptions written on the board, while the remaining students try to

match the corresponding number on their cards with the mentioned term and mark it on their sheet [5]. For example,

Anthropology	Ethnography	Archaeology
1. Anthropogenesis	2. Ethnicity	3. Foundation
4. Ethnogenesis	5. Archaic	6. Description
7. Aborigine	8. Nomenclature	9. Expedition
10. Europoid	11. Australopithecus	12. Questionnaire
13. Catalog	14. Artifact	15. Archive document

Anthropology – 1, 5, 7, 11, 14.

Ethnography – 2, 4, 9, 12, 13.

Archaeology – 3, 6, 8, 10, 15.

Kimuzar

This is a game played based on the topic covered in the lesson. The class is divided into two teams. One team announces the name of a historical concept, and the second team provides an explanation for it and then announces another concept, and so on. The team that provides the most correct answers wins.

Problematic Situations

History lessons aim to develop students' skills in analyzing, comparing, contrasting, summarizing, and synthesizing historical concepts. To promote higher-level cognitive activity, problematic situations can be introduced. In this case, the instructor presents a challenging situation from history to the students, and the students express their opinions based on their acquired knowledge, independent thinking, and critical analysis. For example:

- a) Identifying new historical concepts from the lesson and explaining them in relation to the existing concepts.
- b) Matching international concepts with corresponding terms in the Uzbek language.
- c) Paying attention to how the meaning of a concept has changed over time and in different contexts, for example, "cosmopolitan," "cultural revolution," and others [6].

By completing such tasks, students have the opportunity to expand their memory capabilities. They learn to work with various reference books, explanatory dictionaries, analyze them, and seek guidance. Through this knowledge and experience, students develop research skills and enhance their ability to analyze and interpret historical information.

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