



INNOVATIVE APPROACHES TO TEACHING HISTORY IN SCHOOLS

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| Article history: | Abstract: |
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| Received: 3 rd January 2022 | During the years of independence, an objective study of the history of Uzbekistan, a fair assessment of the ancient and rich history of the Uzbek people has become a priority. In the shadow of independence, which marked a turning point in the life and destiny of the Uzbek people, science, in particular, the science of history, which is the basis of national identity and spiritual growth, has developed in its own way. In the objective coverage of the history of Uzbekistan, President of the Republic of Uzbekistan Sh. As M. Mirziyoyev said in his book "Together we will build a free and prosperous, democratic state of Uzbekistan", we count. "For the first time in recent years, the science of history, which is an integral part of spirituality, has begun to fulfill its legitimate function - to serve the identity of the people. |
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During the years of independence, an objective study of the history of Uzbekistan, a fair assessment of the ancient and rich history of the Uzbek people has become a priority. In the shadow of independence, which marked a turning point in the life and destiny of the Uzbek people, science, in particular, the science of history, which is the basis of national identity and spiritual growth, has developed in its own way. In the objective coverage of the history of Uzbekistan, President of the Republic of Uzbekistan Sh. As M. Mirziyoyev said in his book "Together we will build a free and prosperous, democratic state of Uzbekistan", we count. "For the first time in recent years, the science of history, which is an integral part of spirituality, has begun to fulfill its legitimate function - to serve the identity of the people. "Historical memory will be truly restored only if the sense of historical memory is fully restored, the path traversed by the people is studied objectively and truthfully with all its successes and victories, losses and sacrifices, joys and sorrows."

Impartiality, objectivity, and a fair approach are important in the study, analysis, and coverage of historical events. Before thinking about the effective organization of the science of history, it is useful to study the concept of "effective education" by analyzing the views of local and foreign researchers. Effective teaching is an educational process in which teachers combine the different teaching methods or use them individually to develop students' ability to learn independently, to comprehend, understand, and acquire the necessary knowledge of the lesson atmosphere is also, effective teaching is a broad concept that needs to be evaluated by its own measurements. Therefore, effective teaching is a set of various complex processes organized to improve the quality of education. There are two main characteristics of effective teaching. These are:

- Facilitate students to learn a variety of facts, skills, values, and concepts;
- Develop in teachers the ability to use different teaching strategies, methods and technologies individually or in combination, rather than a single course in the classroom.

Another view is that effective education can be described as a key teaching skill needed to increase student achievement. In the midst of these thoughts, it can be said that an effective teaching teacher knows and loves his profession and field, is knowledgeable, diligent, selfless, orderly 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 who is interested in their peace and future. "Education" in the broadest sense is a general process aimed at continuously passing on to the next generation the experiences of great social significance established by previous generations, and in the narrow sense, the social institution is one of the social substructures of society. "Quality" as a philosophical term is the sum of all the important properties of an object or subject. Combining the essence of the concepts of 'education' and 'quality', the quality of education is a process consisting of a combination of the most convenient methods that serve the integrity of its characteristics, the learner's learning and personal development. Quality of education is a qualitative process of the components of the entire education system, a process with complex dynamics of development, which is explained by changes in the activities of educational institutions, ie changes in their social, economic, technological and political environment. At the same time, the quality of modern education is not one of the results of innovative development, but one of the prerequisites for its implementation. The concept of history, which is the field of research, as a scientific field and a science, is the process of studying the actions and activities made by people over time. However, it is impossible to study and explain everything that has happened in the historical process. Because,

as stated in a positive view of history, any claim that can be accepted as historical information must be based on evidence, especially written evidence. History can therefore be described as written information about past events and facts. J. Slater expresses this view as follows: "history is a way of studying the past and confirming our knowledge and ideas at the same time."

"History", a western alternative to the concept of history, belongs to the ancient Greek language and means "research" or the study of truth. As a science, history studies human history through its unique methodology. Historical methodology, identification of research area, problem or topic, development of hypotheses related to this topic or problem, collection of information from evidence and sources, analysis and critique of this information, review of other research on the topic and understanding the topic, as well as explaining the research explained on a logical basis. Based on this, the role of the historian is defined as the study of the past in the process of its independent scientific development, the creation of 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 a textbook or other secondary ready source. This process only develops the learner's ability to remember and receive ready-made information. In non-traditional interactive, effective history lessons, the emphasis is on using the above-mentioned skills and history teaching methods to obtain convincing descriptions and explanations of the past. Because the pedagogical and historical research methods used in history lessons and in the study of history can provide students with a variety of useful conveniences 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 studying the true meaning of ideas cited in written or other sources are other aspects of history teaching. It means teaching how to learn historical truth.

Effective history teaching requires students to provide sources and evidence, along with ready-made historical conclusions. From a pedagogical point of view, it is very effective for a student to develop historical knowledge and imagination by analyzing certain historical sources (whether written or oral). Indeed, in history lessons, it is more useful to use methods that allow the learner to think independently than methods that stimulate the learner's memory. In order to understand historical knowledge and understand the past, it is necessary to study and review the evidence. But the elements that make up history are not only about them, but also the events of the past, the complex of experiences known today. Some researchers argue that the practice of teaching history using historical thinking processes makes an important contribution to understanding many historical issues and topics. The current state of education requires a revision and clarification of the concept of education, an introduction to the process of analyzing the categories and principles of person-centered pedagogy. The new model of pedagogical consciousness will gradually abandon the practice of direct teacher influence on the learner and will allow the learner to more effectively organize the structure of the entire pedagogical space to ensure their own developmental opportunities. In this way, each teacher strives to make their lessons interesting and meaningful, which increases students' interest in the topic. In particular, history lessons focus on the development of the individual not through the assimilation of facts, but through the development of the values of different eras, the ability to put oneself in the place of the past, to understand his thoughts and actions. All of this can be done using historical empathy.

One way to form historical empathy is to tell the story of historical events. In the works of Russian researchers there is talk about the effective use of the story method in their lessons. Among them are P.V.Goran, A.A.Vagin, P.S.Leibengrub. To contribute to the formation of empathy in children through storytelling requires the use of a variety of special tools, as stated by A.A.Vagin. By animating historical events, the historical theme becomes more convincing and allows for a better disclosure of the specificity of the historical events being studied. The use of examples of fiction in history lessons also helps to clarify the historical truth, to create vivid images of the past. It is also effective to use a variety of demonstrations in the narration of historical events. For example, the visual representation of objects of material culture, technical (audio-visual) means of teaching. All this allows students to imagine the environment of the historical period, to feel the feeling of being in the historical events of the past.

The unique task of a history teacher is to teach historical concepts as well as to pass them on to the future. To ensure the effectiveness of history teaching, a history teacher must have a certain level of knowledge and some teaching skills, a transformation to understand and explain historical events, facts, people, processes and identity, have the skills and abilities to interpret, evaluate, analyze and synthesize. In the process of teaching history, the preparation of materials based on their interaction with other social sciences, such as geography, civics, religious culture and ethics, not only helps students to better understand topics, but also to understand social realities in general. and understanding real life. The use of historical materials and sources (historical documents, historical objects, pictures, maps) in the course of the lesson is very important and useful. 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 level of historical thinking and learning. The past and historical memory have been in the spotlight throughout human history. As a result of this attention, many questions related to historical events, individuals, and processes have been sought through scientific research and studies. This process led to the emergence of historiography as soon as man began to write about what had happened in the past. History teaching is a process of educating students through historical material, educating them in the spirit of national independence and developing them, the intellectual (internal) and educational activities of teachers and students (external) process is understood. The content of the history course means, first of all, the scope of historical knowledge defined in the history program, the study material:

its original content, the system of teaching methods, skills and competencies in the field of using students' knowledge of historical materials, including the simplest forms of their research work.

A comprehensive analysis of history and historical processes, the political-historical situation in the scientific study of the main causes and characteristics of their occurrence is a major factor in the emergence of historical truth. In particular, the different approaches and opinions of authors in historical scientific works created in different periods, the diversity of conclusions, their in-depth scientific analysis and drawing the most accurate conclusions based on history, science and objectivity are important tasks for historians today. Students majoring in history today need to understand how to use historical works, how to analyze them, how to use them effectively, how to do historical research, and how to achieve scientific and historical truth. Until the nineteenth century, we see Mazi as a historical science, sometimes written, sometimes oral, and mostly literary. The changes that have taken place in the natural sciences in this century, as well as the historiography and positivist approach in the countries that have experienced the Industrial Revolution, have had an impact. During this period, historical data based on material sources became important due to the positivist understanding. As a result of the analysis, we can see that the science of history has been used for many different purposes from the past to the present. History has been used especially to increase interest in the past, entertainment, moral and religious education, and political and ideological interests. History was seen as an interesting field and used to get people's attention. In particular, historical dialogues have been used in every age as a means of propaganda to attract people's attention.

History has also been a means of transmitting moral and religious knowledge and attitudes to new generations. Ethical and religious texts in particular have been used to achieve this goal. Moreover, history, like today, has served ideological and political purposes in every age. In each period, historical sources were used to prove by law the right to come to power. At the same time, history is seen as a powerful tool for personality development. In the past, in addition to being a field of science that sought to understand and interpret people's behavior, it was also taught as a subject in schools and universities. As the well-known Methodist A.I. Strajev said: "The method of teaching history consists of these logical practices based on historical material." It is sometimes recommended to classify teaching methods according to the level of activity of students. This distinction is more about the general nature of teaching than about teaching methods. In the 1960s, the methods of teaching history and their classification were decided differently. Methodist A.I. Strajev says that "the organization, methods and tools of teaching history serve to carry out certain educational tasks of history." However, it also leaves uncertainty in the issue by making the basic teaching methods a method of studying the historical process itself. A.I. Strajev recommends the following teaching methods:

- methods of studying historical facts;
- methods of studying chronology;
- methods of studying local historical events;
- methods of forming basic historical concepts;
- methods of studying cause-and-effect relationships;
- Methods of revealing the laws of the historical process.

As for the subject of history, it deals with events that have taken place in the past. Topics in the history program are usually far removed from students' daily lives and experiences. Although there are many historical relics and materials around us from the past to the present, history can be found as an abstract subject in its own right. Because of this feature of the history lesson, especially young students face difficulties in understanding events that took place long before their time. In other words, because of the attempt to teach history without linking it to the present day, some students think that a history lesson is a boring, confusing series of numbers, figures, and objects. One of the most important elements we use to bring our past to the present is the historical environment. It is well known that teaching history is the process of organizing teaching and learning. It is also clear from Methodist A. Strajev's classification that he is the only one involves the teacher teaching the students, the students learning to organize and guide the teacher in their study. Prominent Methodist V.G. Kartsev takes a different approach. It is a system of methods with characters that have a learning character ("Describing method", "request method") and general didactic tasks ("study of material "method", "reinforcement method", "knowledge testing method", etc.) rather, it is based on students' knowledge of historical events. From the methodological basis of the theory of methods, that is, from live observation the transition from abstract thinking to practice.

The historical environment has many elements such as buildings, roads, towers, open spaces with historical events and historical objects. In addition, memories, letters, maps, newspapers, plans, postcards, stamps, coins, pictures, books, and historical objects are elements that contribute to the teaching of history. Through the effective use of historical environments and objects in history lessons, history lessons can be made more accurate and effective.

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