

COMPONENTS OF DEVELOPING ACCULTURAL COMPETENCE OF STUDENTS THROUGH TEACHING HISTORY

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<p>Received: 6th January 2022</p> <p>Accepted: 6th February 2022</p> <p>Published: 13th March 2022</p>	<p>This article examines the structure of the development of acculturation skills in students on the basis of history, its current state and factors of development. With this in mind, it would be expedient to consider the state of teaching history in the school education of the country, what skills and abilities are aimed at the formation of students, and to suggest ways to modernize the teaching of historical and cultural relations.</p>

Keywords: acculturative skills, "Modern school", didactic ability, academic ability, speaking ability, constructive ability, interactive method

INTRODUCTION

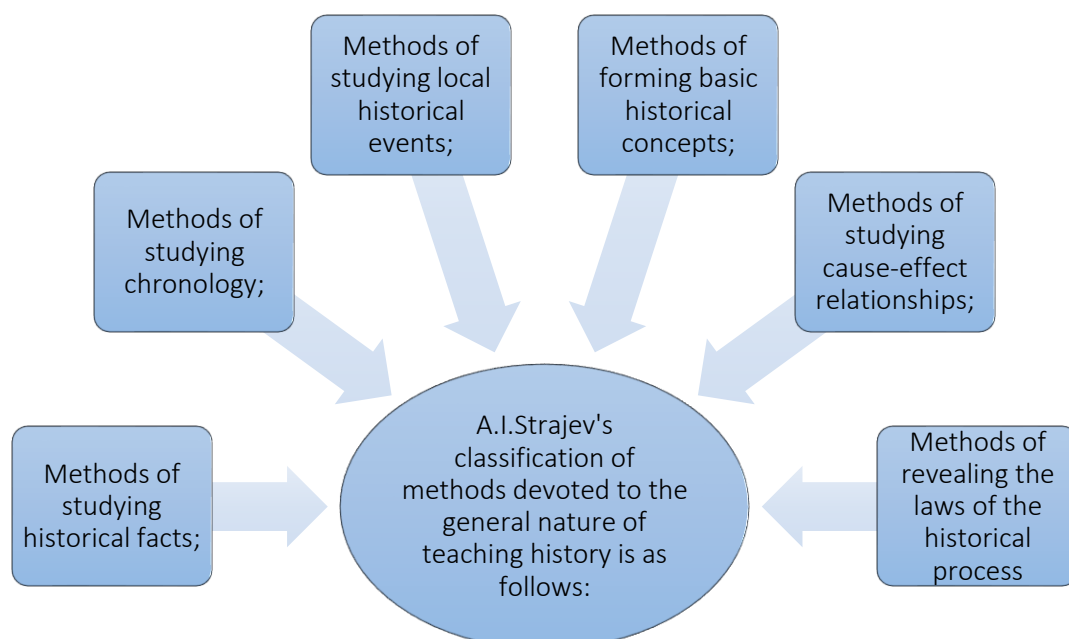
The process and outcome of applying existing changes in the culture of the social environment to educational activities is relevant to the innovative type of education. Types of innovative activities include research, debate, and game technology. The humanitarian factor also plays an important role in this.

MATERIALS AND METHODS

According to the teacher's approach to the student, human-personal technologies are distinguished primarily by their humane nature, which helps him to apply the individual. They promote respect and love for the child in all respects, refusing coercion and confidence in his creative power [1]. Although history plays an important role in the formation of acculturation skills in students, today the question of what to pay attention to in the teaching of this subject, what aspects of history to teach students remains controversial.

RESULTS AND DISCUSSION

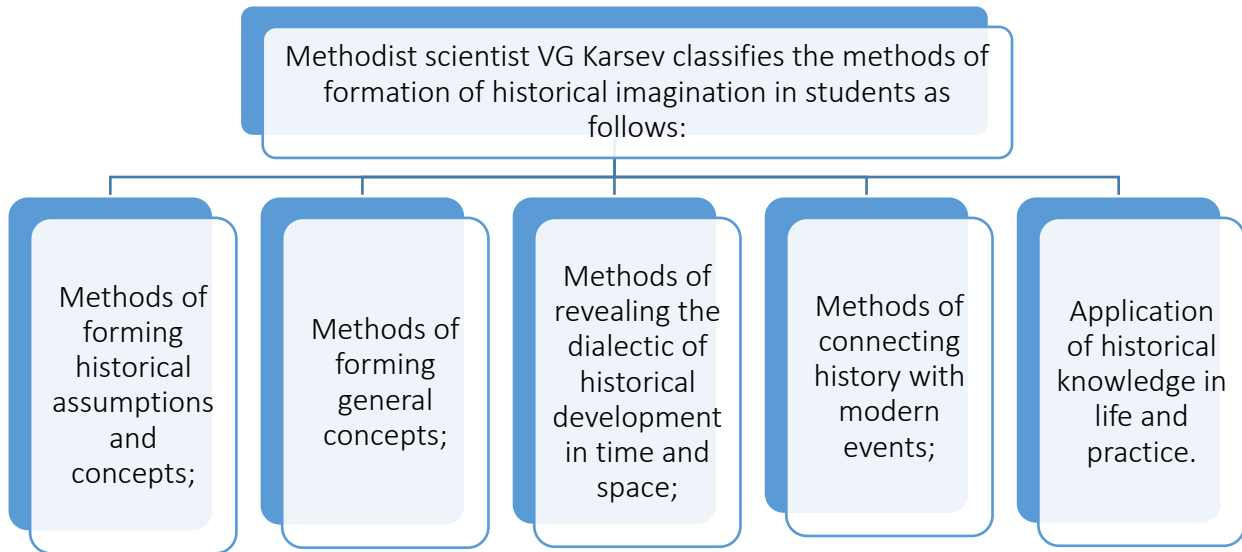
It is appropriate to pay attention to the classification of A. Strajev [2]. The following table is based on A. Strajev's analysis.



1.2.1- picture. AI Strajev's classification of methods devoted to the general nature of teaching history

The formation of accumulative skills in students is a joint activity of the teacher and the student, and the above methods are aimed at teaching the student. In an environment where today's history lessons are limited to the study of historical facts, one of the important tasks is to direct students' understanding of the laws of historical processes with a new methodology.

Another scientist, VG Karsev, takes a different approach to this issue. It is based on the laws of students' knowledge of historical events, not on the fact that the system of methods has a learning character. In his view, the question of methods of forming historical imagination and historical concepts in students should be a central issue of methodology.



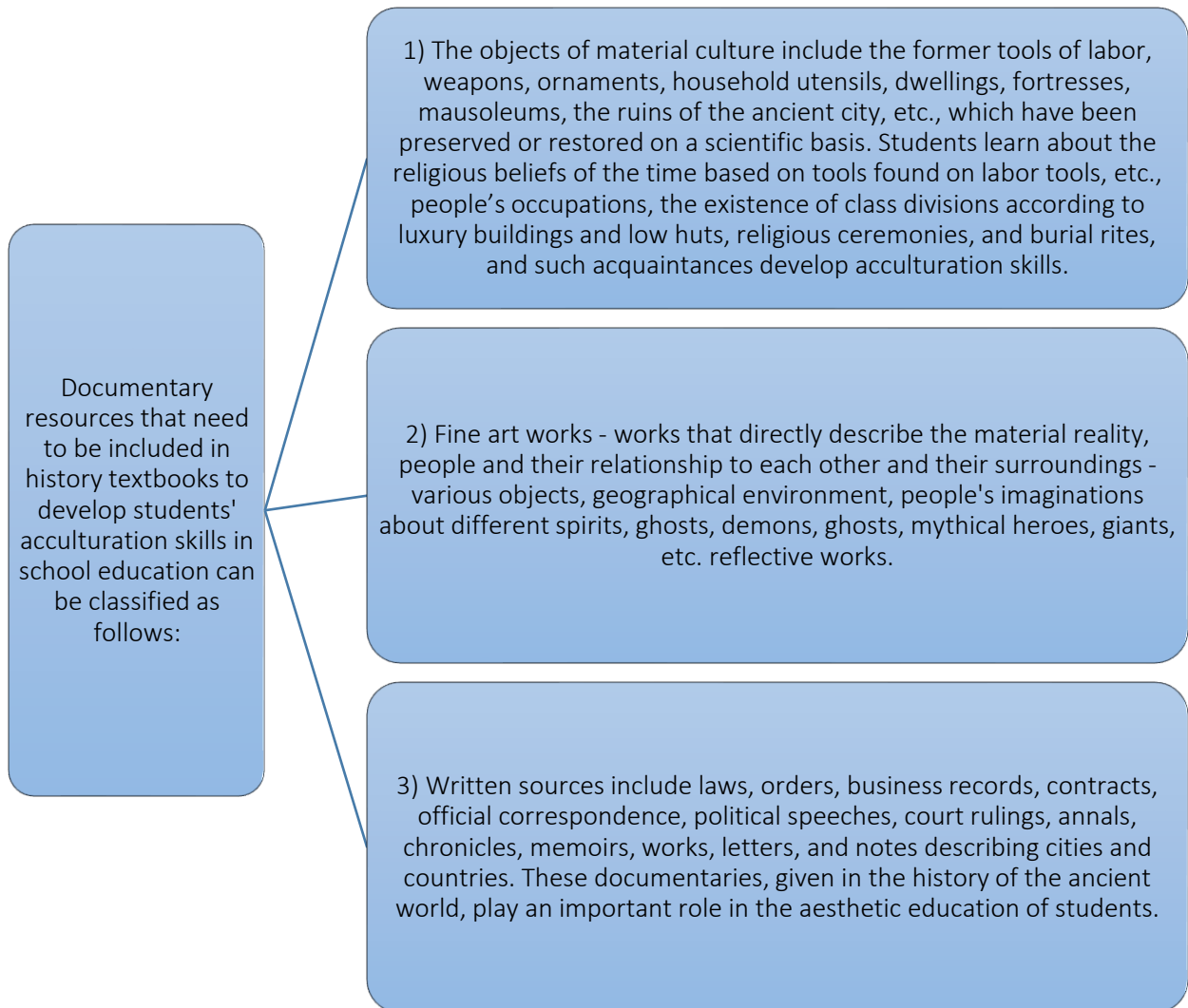
1.2.2- picture. Methodist scientist VG Karsev Classification of methods of formation of historical imagination in students

According to the Russian scientist VG Karsev, the connection of history with modern reality and the application of historical knowledge in life and practice affect the development of acculturation skills in students. Because the acculturation skills of the student are realized not by memorizing historical facts, but by feeling the essence of the historical process, connecting history with the present, seeing the practical results in our day.

To develop students' acculturation skills in school education, the teacher should systematically monitor the progress of history lessons from class to class. It is necessary to develop mechanisms of influence by introducing the practical significance of the historical process in the development of accumulative skills, especially in high school students. After all, the course of history is constantly evolving with the level of demand for socio-economic changes in society, as well as the demand for changes in science, culture and especially spirituality. Therefore, optimizing the position of society in the face of cultural change through the teaching of history in school education is an urgent task. To this end, "the implementation of the state program" Modern School "aimed at improving the material and technical base of educational institutions, the quality of teaching and the knowledge and skills of teachers" [3] is one of the ultimate tasks of the state.

Nowadays, the interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing. it teaches them to search for their own knowledge, to study and analyze it independently, and even to draw their own conclusions [4].

In school education, based on modern methods of teaching history with real cases, each teacher is required to optimally organize the educational process in the development of acculturation skills and increase the effectiveness of lessons. The optimal variant of the lesson is a set of maximum positive scientific-methodological and didactic results achieved in the course of the lesson, using the time allotted to the student and the teacher, ensuring the complex development of education and students. The teaching of history should also have clear results, and students should be able to form the right approach and conclusion to cultural relations. The main task of the educator is to form in students a tolerant attitude to any cultural unity. Because the knowledge and information given to the reader becomes obsolete, loses its significance. However, the approach remains the attitude and way of thinking that is formed in the students. The lack of such an approach in shaping the historical worldview in students is one of the main shortcomings of today's education system.

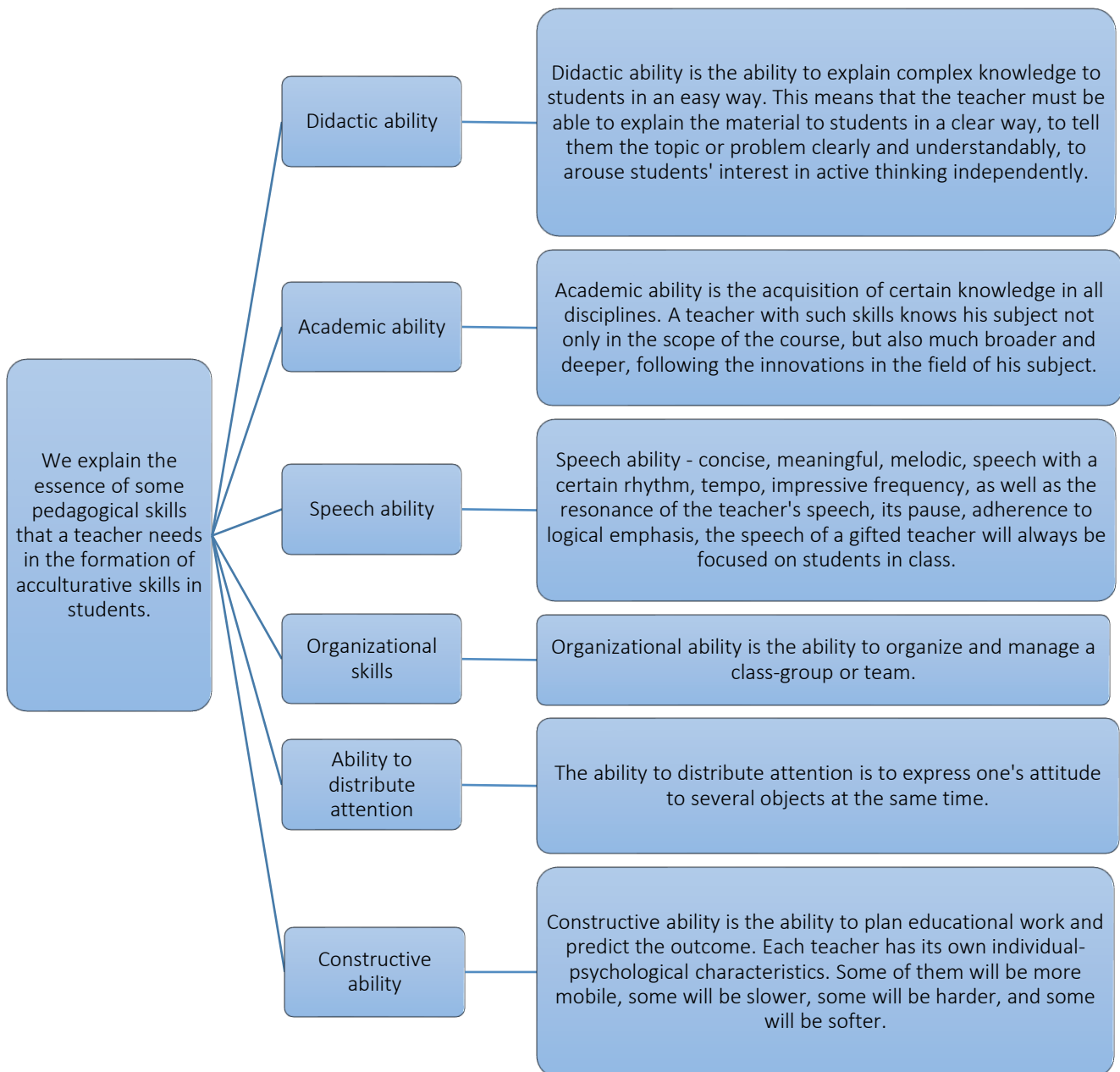


1.2.3- picture. Classification of documentary sources that should be included in history textbooks to develop students' acculturation skills in school education.

The following methods of working on advanced methods of historical science and historical documents can also be used effectively in the development of students' accumulative skills in school education.

1. The teacher can analyze the historical document himself.
2. Under the direct guidance of the teacher, students can analyze historical documents in the classroom.
3. The teacher can ask students to independently analyze certain documents at home.

The teacher himself reads, analyzes and interprets complex historical sources that are difficult to understand in the pedagogical process aimed at the formation of accumulative skills in teaching. Students follow the text and listen carefully to the teacher's explanations. In the upper grades, it is read with commentary on the sources. When a teacher asks students questions about a source and asks problematic questions about the acculturation process, students' cognitive and thinking activities become more active.



1.2.4- picture. Some pedagogical skills needed by the teacher in the formation of acculturative skills in students

The new requirements for history lessons require that lessons be organized in non-traditional ways, especially on an acculturative basis. Therefore, modern education requires us to work separately on history lessons as well.

The results of the structure of the development of students' accumulative competence through the teaching of history are as follows.

First, by developing students' accumulative competence based on the teaching of history, it will be possible for them to appreciate the language phenomenon, to form respect for the language of each nation. Because one of the peculiarities of cultural synthesis is the process of language development and the spread of languages. However, the predominance of one language, its absoluteness and thus the discrimination of other languages, the attempt to create a single language communication environment in society leads to cultural distortions, inter-ethnic conflicts. Students of history will be able to form a tolerant attitude to the role of language in the fate of nations and peoples, the importance of language in the history of cultural relations and the survival of languages. Therefore, in the teaching of history in



school education, it is effective to address issues such as the history of language of nations and peoples, its role in development, the conduct of language policy in multinational countries.

Second, students have the opportunity to assess the role of the factor of faith and religion in the occurrence of historical changes by providing a comparative analysis of historical processes by the educator in the formation of accumulative skills. That is, freedom of conscience in students, respect for choice of faith, explanation of the relationship between religion and secularism through the themes of historical science, and encouraging students to draw conclusions for today form acculturative skills in students. Explaining the importance of religious tolerance to students through the science of history, the importance of religious wars and conflicts in historical processes, also develops acculturation skills.

Third, the systematic and consistent teaching of history to students in a series of classes allows them to understand the formation of values and traditions, their place and importance in the life of nations and peoples. By instilling in students the process of devaluation of values in the context of historical changes and the formation of new values, it will be possible to form in them a liberal, that is, a positive attitude to change, rather than a fanatical attitude to values. This approach is the basis for the gradual formation of acculturation skills in students as well. In general, one of the urgent tasks is to form a respectful, tolerant attitude to the traditions of nations and peoples, ethnic groups through the careful study of history.

Historian Sh. According to Shayakubov, the process of deep internal transformation in the science of history during the years of independence was reflected in the theoretical and methodological, conceptual, semantic, structural changes in science. Under the influence of new conceptual ideas, many topics began to be observed in a new way. Topics in need of truthful interpretation and analysis have been the focus of historians, and to this day the process continues to come to a firm conclusion about some conceptual aspects. In the former Soviet Union, the study of forbidden, misinterpreted topics was re-examined on the basis of science, objectivity - in terms of national independence. The scope of historical research has expanded and new scientific directions have emerged [5]. In particular, the demand and attention to the issues of teaching the history of our country is growing more than ever. Because all our people, especially our youth, should know about the rich history of our past, the days of our people before independence and the lessons to be learned from them.

CONCLUSION

In conclusion, the use of innovative methods of history in the pedagogical process aimed at developing acculturation skills in students and preparing students for interethnic relations in school education, the development of a tolerant attitude to cultural diversity is an important social requirement of today.

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