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## Modern Methods of Teaching History for School-age Children

### Abstract

*This article discusses modern methods and techniques of teaching history in the school education system. It is known that after independence, our country has undergone radical reforms in various fields, including education. Textbooks have changed. However, a number of problems in history textbooks, extreme political approaches, lack of consistency, complex processes, and a plethora of terms have caused difficulties for schoolchildren. The solution to such problematic situations is analyzed in this article.*

**Keywords:** Modern Methods, School-age Children, Uzbek History, Textbooks.

### Introduction

One of the important conditions for the sustainable development of education in Uzbekistan is the creation of a new generation of textbooks for secondary school students. The need to create qualitatively new textbooks on history, the need to objectively reflect the achievements of historical science, past events and modern processes in their content is widely discussed at scientific conferences and in the media.

Critical comments on the existing textbooks on the history of Uzbekistan and world history are as follows: the text is filled with descriptions of excessive historical materials and is not sufficiently enriched with pictures and historical maps. Textbooks on the history of Uzbekistan in the XIX-XX centuries are saturated with descriptions of political events. Some of the topics studied will be briefly described. Finally, it is always concluded that textbooks from the same authors will be the winners of the tender.

The feedback is fair in many ways. However, during the discussion, the main reasons for the shortcomings in the textbooks are explained in general terms. Often, only mistakes and shortcomings are noted, and there are few

practical suggestions to help eliminate them. As for the methodological aspects, this issue is almost never discussed.

### The Main Results and Findings

The current requirements for textbooks and their authors are not enough. The textbook should not be based on a complex, pure presentation of historical material, but should take into account the age and ability of the students. The task of education is to develop students' knowledge and creative abilities, as well as independent thinking, and to develop a sense of interest in learning. Therefore, the essence of the textbooks is the level of professional knowledge of the specialist-historian, his ability to cover certain events in a scientifically correct, understandable fluent language, as well as the teacher-Methodist approach, ie the quality work of textbook authors associated with.

Many shortcomings in the structure of the textbooks are identified by the state of development of historical science in Uzbekistan, the process of reviewing and evaluating past events. The first generation of textbooks was developed in the 1990s, when the old flaws in

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history were abandoned, but new views were not yet sufficiently formed. At that time, there was a certain amount of misconceptions, a lack of passion for historical issues, a one-sided approach, a lack of attention to criticism, the disappearance of censorship, and the emergence of plagiarism.

In this case, experts in the history of recent times, including the "socialist" development of society and party building, should study the ancient and medieval history of Central Asia and world history as an object of study, as well as there was a misconception that everyone is capable of teaching and creating new textbooks.

Attempts to reconsider history in Central Asia have sometimes reached the point of absurdity, with some publications confusing science, ideology, and modern myths. Such works reflect the style of creating an absolutely positive or negative image of the past.

At the time, the 5th grade textbook contained very complex stories about political history. However, children aged 11-12 did not understand what the authors of the new textbook were trying to explain to them. The work started in this direction was continued in the textbooks of the history of Uzbekistan of the XIX-XX centuries for 9-10 grades. They did not arouse much interest among schoolchildren due to the difficulty of understanding the historical material and its overly politicized nature. There were also problems with the writing of textbooks on world history. In the textbooks published at the beginning of the XXI century, various shortcomings have been preserved in various forms. In particular, the requirement to present teaching materials in an age-appropriate, comprehensible, simple and fluent language has not been adequately met.

Almost all periodicals on the history of Uzbekistan and world history for secondary schools use practically the same guidelines. They were developed by the teacher-methodologist V.A. Kostetsky and used in the sections of the textbook "History of Uzbekistan", published in 1998 for 6th grade students. In an improved version of this method, its author "History. Ancient World" textbook. Its distinctive feature is that after the main part of the historical material is presented, its important information is "Remember!" and "Test Yourself!" repeated in the columns and reflected in the textbook text. Students will then have the opportunity to test their knowledge using the Basic Outline materials, as well as answer questions and assignments at the end of each topic.

Unfortunately, some authors of existing textbooks have used only the appearance of the above-mentioned guidelines as an example. Without further development of this topic, the new generation of textbooks will develop students' teamwork, exchange of ideas and discussions,

the formation of innovative tasks that generate interest in the topic and require the presentation of their views, as well as methodological aspects of modern pedagogical and information-communication. It is necessary to build on the basis of technologies. This approach serves to increase the educational value of the textbook.

Complaints about the lack of maps in textbooks are justified. But there is nothing to stop this serious shortcoming. In 2004, the State Research and Production Enterprise "Cartography" developed atlases of color historical maps for all grades of secondary school, as well as contour maps on the subjects "History of Uzbekistan" and "World History". They were published in 2005–2007, 2015, 2017, but, unfortunately, due to limited financial resources of the state research and production enterprise "Cartography", these maps were published in small numbers (1000–3000 copies).

As a result, they did not reach most school libraries in the country, including remote villages. We often talk about the need to use foreign experience in education, but at the same time we are indifferent to our own experience. Therefore, it is important to ensure the publication of historical maps based on the circulation of each new generation of textbooks. Today, Uzbek universities offer courses in local lore and tourism. Therefore, it is important to teach local lore in general secondary schools. The nature of the science of local lore, which combines different knowledge (history, ethnography, art, geography and ecology), a close acquaintance and excursion to the homeland - understanding, study, environment, nature and historical and cultural helps to treat monuments with respect and to preserve them. In this case, there is no need to teach history as a special subject in the 5th grade.

Let's always talk about the fact that textbooks from the same authors are the winners of the tender. In the process of public discussion, the root causes of the problem are left out. This is due to the fact that the scientific, methodological and creative potential of scientists and teachers is not sufficiently integrated. Many historians who work on fundamental scientific projects do not try to write a textbook. Their "contribution" to this important work is sometimes limited to exemplary criticism.

The competition of history textbooks announced by the Ministry of Public Education of the Republic of Uzbekistan usually includes one or no more than two versions of a new textbook manuscript. Therefore, the possibility of choosing the best option is limited.

Another important issue. A textbook is not a scientific monograph. Such an approach is not always allowed in textbooks for secondary schools in terms of allowing extensive analysis of data in terms of quantity and quality of historical events in research. It is important to explain to the

student that in every century of history, people have accumulated negative experiences that are formed by both positive and social factors, and that history lessons of that century should warn against repeating the mistakes of the past. On the basis of teaching history in secondary schools and universities, it is necessary to form in the younger generation a high level of spiritual knowledge about the role of man in society, the idea of respect for universal values. History has preserved many examples of creativity, tolerance, justice and goodness. All of this is important in the world we live in now and are striving for the future.

The guidelines, oral teaching, and practical methods of the history teaching methodology system are closely intertwined. The connection between them is based on the teaching methods and the corresponding effects. Just as the instructional method is based on the instructional method, so the students' independent thinking and practical activities are based on the teacher's verbal and visual representations. and work with various instruments, tools and mechanisms related to the method of instructional teaching, performance of various tasks, creative research work, etc.

Demonstrative and verbal methods are combined with practical methods. For example, the ideas of the first people about the living conditions, tools, weapons, household items and "seed relations" in the territory of Uzbekistan. The family is based on the concept of "seed property".

The practical method of teaching history has didactic and methodological significance. The experience of teaching history at school shows that students can work independently at all stages of education. Styles also include student work styles. This means that the practical method of teaching plays an important role in didactics and methodology, especially in the upper grades. Because the age of high school students allows for successful use.

The main way of practical teaching is the way of life of students. Therefore, the practical method is of great educational and pedagogical value. This method helps to teach history with the practice of building independence with life, knowledge helps students to believe and believe, helps students to understand their civic duty and find their place in society.

Pupils' practical learning activities include their work with the press, conversations with industry leaders and leaders, farmers and war and labor veterans, historical essays, photo albums, mock-ups, drawing and more. Practical work of students with the periodicals This work of students has a great educational value. They learn to understand the most important events in the domestic and international situation in our country, to evaluate them correctly, to help the periodicals to master the important materials of the course of history. The school experience

shows that students' newspaper and magazine materials help them to master the important materials of the history course.

School experience shows that students develop the skills necessary for independent reading and practical work by performing individual tasks in the study of newspaper and magazine materials. Students learn to read periodicals, analyze the facts, choose the numbers, draw conclusions and generalize from them, make plans, write texts, copy newspapers and magazines, use additional literature. Helps timely students to deepen and concrete their knowledge in the classroom. For example, 11th graders learn about the national heroes who fought for the freedom of the Uzbek people in the 30s, the cataclysms of the 1930s, the loss of state independence of Uzbekistan.

Students collect the necessary materials from newspapers and magazines on the teacher's assignment or on their own initiative. The name of the newspaper is written on each of them, the year, month, number, page, from which newspaper or magazine the material was cut. The clipped materials will be placed in special folders on the topic and will be used in future lessons and extracurricular activities. There is also some experience in the creation of various exhibitions weapons slides based on newspaper and magazine materials collected by students.

Pupils' practical learning activities are linked to classroom activities. Knowledge and skills acquired in the classroom Students are active in extracurricular activities

Parents in the lower grades have gained a great deal of experience in the school in involving students in all spheres of social life in schools, enterprises, collective farms and other communities, especially in the upper grades. Active participation of students in social work helps to form their ideological beliefs. As a result, perceptions of the environment around them expand, deepen and concretize.

In the lower grades, especially among the population, in the process of conducting lectures and discussions on socio-political issues, high school students are confronted with different points of view. Some surprises can put students in a difficult position. Seminars on various topics, theoretical conferences, discussion of reports and essays prepared by students, conversations on political topics and other events play an important role in preparing students for practical activities in such conditions. These classroom and school-wide activities allow students to freely exchange ideas and ultimately discover the truth.

In addition to these school-based activities, it should be a daily necessity for students, especially high school teachers involved in social work, to acquire political and theoretical knowledge, and to increase their comprehensive

knowledge by reading magazines and newspapers on a regular basis.

Organizing meetings with experienced lecturers, agitators, propagandists, and journalists to increase the motivation of schoolchildren to improve their practical knowledge and skills in this field can be very useful in organizing the exchange of experience, the development of methodological drawings and the like.

We have already seen that the main organizational form of educational work in the teaching of history, along with other subjects taught at school, is the lesson. Students will learn the main content of the lesson materials in the classroom, of course, but not all of the knowledge and skills that students need to learn on the history curriculum will fit into the classroom. In addition, in the context of rapid expansion of historical knowledge, scientific and political information, it is very important for students to do well. A student who loves to read history, in the process of studying it, the desire of students to learn more about the past increases, and this desire can be fulfilled through the organization of extracurricular activities.

The content, forms and methods of extracurricular activities on the subject of history are classified differently in the methodological literature. It is well known that if students are limited to reading textbooks, their scope of knowledge and ideas about the past will be narrow. With this in mind, V.N. Bernadsky recommends additional reading as the main form of extracurricular activities.

1. Read an additional book. The books read in his history are divided into 3 groups:
  - a) Popular science books
  - b) Historical billetics
  - c) Fiction of the historical period
2. Build additional photos
  1. Go to the theater and movies as a group and discuss them together.
  2. Organizing historical evenings
  3. Casting historical plays or plays
  4. Organization of school history exhibitions
  5. Organizing excursions to remote historical sites

According to V.N. Bernadsky and A. Sadiev, students will achieve their goals only if they read additional books outside the classroom, watch movies and listen to radio lectures, combine their knowledge and imagination with public activities, can develop independence, initiative and creative ability.

Over the next 20-40 years, especially with the formation of an independent state, the scope of extracurricular activities has expanded, enriched with content, and the forms of work have increased. Theoretical aspects of this work have

also been developed. Extracurricular activities are organized into public and club activities.

In his research work, he developed theoretical issues of extracurricular activities, based on school experience, proved that the main primary form of extracurricular activities is mass work. A.F. Rodin read aloud to the public form of extracurricular activities, organize films, plays, excursions and hikes, educational conferences, evenings and workshops, competitions, participation in Olympiads, regional corners and school exhibitions to establish. Includes correspondence with our country and foreign friends, and more.

Another valuable aspect of research in the field of extracurricular activities in the history education of N.F. Rodin is that they provide extracurricular activities with the socially useful activities of teachers, the protection of local monuments, lectures and talks on various topics, reading newspapers and magazines.

Methodist M.N. Vagin summarizes the best practices gained in recent years in the field of extracurricular methods of teaching history and divides them into 3 groups.

1. Verbal method. This group of extracurricular activities includes the teacher's storytelling, reading aloud, and in the upper grades, the teacher's after-school lecture. Extracurricular activities include a teacher's after-school lecture. Uses extracurricular activities to increase student activity and independence. Students participate in circle meetings, historical evenings, lectures and briefings among the public, reports and abstracts, participate in the discussion of historical materials in theoretical conferences.
2. The method of working with written and printed sources. Reading additional books for this type of extracurricular activities, studying historical and literary collections, features, documents in the archives, etc. To create a circle of researchers of the periodical press. Various books and articles on the past and present of the country, such as the study of manuscripts.
3. Method of working with visual aids. (method).

Reproduction, photography, modeling, and demonstration of materials collected during extracurricular field trips, field trips, and expeditions, as well as illustrations, are repeated in this group's work. This work is also linked to classroom work. The point is that students will continue to develop and refine the skills and competencies they have acquired in the classroom in extracurricular activities. The content, forms and methods of extracurricular activities in history education vary depending on

the age, knowledge and skills of students, their individual inclinations and interests. The school now has the following basic organizational forms of extracurricular activities.

1. Historical circle or historical local lore, historical political circle.
2. History or society of historical local lore.
3. Extracurricular historical or local history tours, community theater and cinema.
4. Excursions of historical local lore to distant places.
5. Participation in the archeological expedition.
6. Museums of historical or local lore corners.
7. Reporting evenings on historical or historical local lore, thematic evenings or historical society, circle work, excursions to distant places and archeological works.
8. Reports or thematic exhibitions.
9. School lectures for high school students, lecturers' orders, seminars for propagandists, interviews.
10. Historical or historical local lore conferences, discussions and debates.
11. Meetings of school students with participants and witnesses of historical events, writers and public figures.
12. Historical or historical local lore games.
13. Publication of historical bulletins, posters, manuscripts, magazines.
14. Extracurricular activities.

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## Conclusion

It is obvious that the forms of extracurricular activities are rich in different meanings, and it is even possible to deviate from the theme of the school history course. It should be noted that no matter how rich and varied the content of extracurricular activities, they serve the same purpose in the implementation of educational tasks. The history circle or society of historians organized at the school is the center of all extracurricular activities and its most consistent form.

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