

METHODS OF HISTORY TEACHING AND THEIR CLASSIFICATION

Sh.S. Boboyorov-
Uzbekistan, Navoi State Pedagogical Institute Senior teacher of the
Department of History, doctor of philosophy (Ph.D.)

Abstract: The teaching method is understood as the method of joint activity of the teacher and students aimed at achieving a certain goal in the educational process. In this article, the characteristics of the development of history teaching methodology in accordance with human development are analyzed based on local and foreign sources. The classification of teaching methods is sometimes based on logical operations such as analysis and synthesis, deduction and induction, and the characterization of teaching methods as inductive, analytical and other logical methods is justified.

Key words: history, historiography, methodology of teaching history, classification of historical thinking, person and society, knowledge, skills and competence.

INTRODUCTION

Through teaching methods and methods, teacher's teaching and students' learning or cognitive activities are organized. Teaching methods - teaching students on the basis of the teacher's active thinking, students' acquisition of scientific knowledge and the ability to apply it in practice, formation of worldviews and beliefs, mental and physical work, skills and consists of methods that help them acquire skills, increase their knowledge and creative abilities. The teaching method means the methods of joint activity of the teacher and students aimed at achieving a certain goal in the educational process. In other words, teaching methods are the combination of both activities, i.e. arming students with knowledge, skills and abilities by the teacher, educating them morally, forming a scientific worldview in them, and the same provided by the students. includes the methods used in the activities of acquiring scientific knowledge, skills and competencies. In the main directions of the reform of the system of general secondary education and secondary special education, the main task was to improve the content of education, strengthen its educational direction, and activate teaching methods. Now, the content of education should include creative activities that can ensure the growth of students' independent thinking and creative abilities, along with the careful acquisition of ready-made knowledge, skills, and abilities accumulated by mankind.

SCIENTIFIC ESSENCE

According to the principles of the development of education, teaching methods play an important role along with the educational content in teaching students to think independently and creatively, and in creating the necessary skills and competencies in them. Teaching methods are a complex problem, and the solution of the responsible tasks in the system of general secondary education and secondary special education largely depends on its correct solution. However, this important problem of teaching methodology, in particular, the system of history teaching methods, has not been sufficiently developed. In the methodological literature, the concept of "Method", "Methodical methods" is interpreted and classified differently by Methodists. The insufficient development of the system of individual and community education methods in the teaching methodology and the lack of a single opinion in this field led to serious shortcomings in the practice of history teaching in the general secondary education and secondary special education system. In many cases, teachers choose teaching methods and methods in class and extracurricular activities, taking into account only ready-made knowledge, that is, teaching them (one aspect of education). They ignore important situations such as organizing and leading students' learning (the second important aspect of education), systematically growing their knowledge, skills and abilities. Also, failure to take into account the peculiarities of the content of the educational material, its educational tasks, the knowledge and skills of the students when choosing the methods and methods of teaching were among such serious shortcomings. To a certain extent, this situation had a negative effect on the decrease of students' interest in the subject of personality and society, and the result of general educational work.

At the same time, in the practice of the system of secondary education and secondary special education, especially in the following years, in the field of educating students through the subject of history, conducting its teaching on a scientific basis, and increasing the effectiveness of educational work. many best practices have been collected and summarized. This work, which is one of the important conditions and means of increasing the efficiency and quality of knowledge, provides an opportunity to develop a system of teaching methods and methodological methods of individuals and society on a scientific basis and to use them successfully in practice. The issue of classification of teaching methods on a scientific basis was solved in different ways at different stages of teaching in pedagogy. The classification of teaching methods is sometimes based on logical operations such as

analysis and synthesis, deduction and induction, and teaching methods are characterized as inductive, analytical and other logical methods.

Sometimes it is recommended to classify teaching methods according to the level of cognitive activity and activity of students. This distinction refers more to the general nature of teaching than to teaching methods. The methodological basis of the theory of methods is the transition from live observation to abstract thinking and from it to practice. In the pedagogy of the 60s, a great place was given to the sources of knowledge of the studied subject (the teacher's live speech, instructiveness and texts) as a basis for teaching methods. The issue of classification of teaching methods by sources of knowledge was clearly described in the works of Leningrad scientists published in 1966. By the end of the 50s, in the methodology of teaching history, the classification of teaching methods began to be based on the sources of knowledge of students. Methodist P.S. Leibengrub shows the following methods of teaching individuals and society in the system of general secondary education and secondary special education on the basis of sources of education, i.e. sources of knowledge.

- 1) story and lecture method;
- 2) interview method;
- 3) instructional method;
- 4) the method of working with the textbook;
- 5) method of working with historical documents;
- 6) method of using fiction.

ANALYSIS

P. S. Leibengrub for some reason makes all the methods of oral presentation consist of a story and a lecture. He divides teaching methods into the following three groups:

- 1) living speech: story, definition and description, problem statement;
- 2) instructional methods: pictures and other instructional tools, graphic notes drawn on the board, technical tools, etc.;
- 3) methods of working with texts.

A. Vagin gives the classification of teaching methods based on sources of knowledge and methods of knowledge, as well as how the sources of knowledge are implemented in the main stages of the teaching process in accordance with didactic tasks in the form of a table. This table clearly shows the need to use different methods and methods of teaching depending on the content of the material covered in each lesson. The experience of teaching history in general secondary education and secondary special education system in recent years has shown that the teaching methods recommended by A. Vagin are very realistic. Prof. P.V. Gora in his article entitled "Issue of the system of educational methods and methodical methods" recommends methods and methodical methods that are organically connected with the teaching of the teacher and the learning of students (cognitive activity). . The classification of teaching methods in this analysis provides an opportunity to equip teachers with thorough knowledge and necessary skills. It also helps the teacher to take into account the content of the educational material, the knowledge, skills and abilities of the students and guide them. P.V. Gora, based on the experience of teaching history in the system of general secondary education and secondary special education, when classifying the methods of teaching history, approach the issue not only from a didactic point of view, but also from a historical-methodical point of view, educational historical shows that it is necessary to pay sufficient attention to the educational tasks of the material and the specific features of its content.

P.V. Gora is based on the same principle, in which it is shown the need to take the content of the educational material, the purpose of learning it as a basis, to approach and solve the problem with a historical-methodical criterion when choosing methods and methods of teaching. When choosing methods and methods of teaching, it should be taken into account that the goal cannot be achieved by simply stating the knowledge that students need to remember. In the process of teaching, it is necessary to activate the cognitive activity of students, prepare them for practical activities, and teach them. In them, it is necessary to develop the ability to search for independent creative research, to strengthen the desire for innovation, to find ways of knowing that are not yet known to the society, and to be able to implement them in practical activities.

I. Y. Lerner divides teaching methods into 5 groups.

1. Description - illustration method;
2. Reproductive method;
3. Research method;
4. Partial search or heuristic method;
5. Problem-based education or problem-based teaching.

In the first and second method of teaching, students can memorize the studied material carefully and retell it. It is not difficult to understand the ready-made knowledge explained by the teacher, you just need to be able to memorize them. The important thing about this method is that it helps to learn a large amount of historical knowledge in a relatively short time and to develop the attention of students. However, this method cannot make students, especially

high school students, interested in learning history, and cannot ensure the development of their thinking, knowledge, skills and abilities. Problem-based learning or problem-based teaching method is more effective than the first method. While explaining the educational material, the teacher poses problematic questions to the students, together with the students, he finds ways to solve them, in other words, while the teacher explains the historical knowledge to the students, makes them think about this knowledge, activates their thinking activity, increases their interest.

Pupils learn to think independently and independently in the process of performing problematic and logical tasks under the guidance of the teacher. All this will help students to think, acquire the basic basic skills of research work. Educational and inspection work is also carried out using various methods. When defining teaching methods, first of all, it should be assumed that it consists of methods of teacher's teaching and students' learning or cognitive activity. In fact, in the process of narrating or showing some practical actions with the help of instructional tools, the teacher, along with active thinking, stimulates the students' thinking and learning. guides the mastering of the material, helps them acquire knowledge and skills. Therefore, if teaching methods are based on teaching and learning methods and the thinking activity of teachers and students in connection with it, it can be described as follows. Teaching methods - teachers teach students on the basis of active thinking, students learn and apply scientific knowledge under the teacher's guidance, create worldviews and beliefs, mental and physical work, consists of ways to help them acquire skills and competences, to increase their knowledge and creative abilities.

RESULTS

Common important features of these methods are teaching and learning methods and thinking activities of teachers and students. Interrelated teaching methods can be divided into the following groups: 1) oral teaching method, which in turn is divided into two types: a) oral teaching method; b) teaching method using printed texts; 2) instructional method of education; 3) practical method of education. Interdependence of methods in the same system occurs on the basis of interaction between teaching methods and various forms of students' thinking activity and their influence on each other.

In the experience of the secondary education and secondary special education system, instructional teaching is almost never used without the teacher's explanation, and the teacher's explanation always relies on instructional tools. Pupils' practical activities on technical means, texts, etc. are closely related to instructional and oral methods of education. This system of methods can be used in teaching all subjects of secondary education and secondary special education system. But each of them is used in different methodological ways in accordance with the specific features of the content of each educational subject, in particular, the subject of history, its educational tasks. Teaching methods and students' learning (cognitive activity) methods combine with each other in various forms, and the educational process in which the teacher and students actively participate forms a single methodology. It is impossible to ignore any of this group of methods, otherwise it is impossible to achieve a good result in the process of education and teaching methods. Teaching and learning methods, while being a component of educational methods, also include similar methods that match the active thinking activities and character of teachers and students. But teaching methods are related to educational methods, having common features and important specific features. In this respect, teaching methods differ from didactic methods common to all educational subjects.

Thus, in preparation for the lesson, the teacher should correctly choose methodological methods (teaching and learning methods) that are in accordance with the content of the educational material and help to successfully implement the educational tasks of this material. It is known that preparation for each lesson and extracurricular activity begins with determining the purpose of the lesson and activity, their educational tasks. In accordance with the content of the educational material, choosing methodical methods that help to implement educational tasks correctly and on a scientific basis depends on the level of theoretical knowledge of the teacher and the extent to which he has mastered the system of methodical methods.

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