



Methods of improving students' political knowledge in history classes

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Abstract: The methods used in the educational system, the classification of history teaching methods by methodologists, the importance of using demonstration methods. 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. equipping 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 activity of acquiring scientific knowledge, skills and competencies.

Keywords: History, teaching methods, educational process, moral education, knowledge, skills, history subject.

Introduction.

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, equipping 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 activity of acquiring scientific knowledge, skills and competencies. In the main directions of reforming the system of 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 subject of education is humanity along with the thorough mastering of acquired knowledge, skills and abilities, it should include creative activities that can ensure the growth of students' independent thinking and creative abilities.

The main part.

According to the principles of educational development, teaching methods play an important role along with educational content in teaching students to be able to think independently and creatively and to create the necessary skills and competencies in them. Teaching methods are a complex problem, and the solution of the responsible tasks in the system of 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 history 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 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 such important moments as organizing, guiding, and systematically growing students' learning (the second important aspect of education). Also, cases of failure to take into account the peculiarities of the content of the educational material, its educational tasks, and the knowledge and skills of students when choosing methods and methods of teaching were among such serious shortcomings. To a certain extent, this situation had a negative impact on the decrease of students' interest in the subject of history and the result of general educational work. At the same time, in the practice of secondary education and secondary special education system, especially in the following years, educating students through the subject of history, conducting its teaching on a scientific basis, educational work many best practices in the field of efficiency improvement have been collected and summarized.

In the main directions of reforming the system of secondary education and secondary special education, the main task is to improve the content of education, strengthen its educational direction, and activate teaching methods. Now, the content of education should include the 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 competences accumulated by mankind. . According to the principles of development of education, teaching methods play an important role along with 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 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 history 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 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 such important moments as organizing, guiding, and systematically growing students' learning (the second important aspect of education). Also, when choosing the methods and methods of teaching, the cases of not being able to take into account the peculiarities of the content of the educational material, its educational tasks, the knowledge and skills of the students 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 history and the result of general educational work. At the same time, in the practice of the secondary education and secondary special education system, 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 historical knowledge, provides an opportunity to develop the system of history teaching methods and methodical methods 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. As A. Vagin pointed out, this approach to the teaching method was not recognized in the teaching method of history. The experience of teaching history in the system of secondary education and secondary special education has proven that, while the above logical operations are involved in solving various didactic and methodical tasks of different nature at all stages of teaching and learning, they are independent cannot serve as teaching methods. When choosing methods and methods of teaching, it should be considered 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 independently search for creativity, to strengthen the desire for innovation, to find ways of knowing that are not yet known to society, and to be able to introduce them to practical activities.

I. 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 learning or problem-based teaching.

In the first and second method of teaching, students can carefully remember the studied material and retell it. It is not difficult to understand the ready-made knowledge explained by the teacher, you just need to be able to remember them. The important thing about this method is that it helps to learn a large amount of historical knowledge and develop students' dictation in a relatively short time. 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 the students to think historically and to acquire the basic skills of research work.

Educational and inspection works are also carried out using different methods. When defining teaching methods, first of all, it should be understood that it consists of the methods of teacher teaching and students' learning or cognitive activities. in the process of showing practical actions and explaining them, along with active thinking, it stimulates the thinking activity of students and guides the assimilation of educational material, helps them acquire knowledge and skills. shows. 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 guidance of the teacher, worldview and It consists of methods that help them to form beliefs, acquire mental and physical work, skills and qualifications, and increase their knowledge and creative abilities. It is possible to achieve good results in the field of educational work only if the system of educational methods is used differently in the system of secondary education and secondary special education. In the system of secondary education and secondary special education, the system of educational methods refers to a group of methods that are interconnected by their most important common features and influence each other. 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 education method;

b) teaching method using printed texts;

2) Instructional method of education;

3) practical method of education.

Interdependence of methods in one system occurs based on the interaction between teaching methods and various forms of students' thinking activity and their influence on each other. In the experience of 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, especially the history subject, and its educational tasks.

Teaching methods and students' methods of learning (cognitive activity) in various forms combine with each other to form a single methodology of the educational process in which the teacher and students actively participate. None of this group of methods can be ignored, otherwise in the process of education, teaching methods it is not possible to achieve a good result. Teaching and learning methods are a component of educational methods, but also include similar methods that are suitable for the active thinking activity 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 subjects.

The subject of methodical methods of teaching is related to the content of the history course and has an active influence on it. Thus, in preparing 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, the correct and scientific selection of methodological methods that help to implement educational tasks depends on the level of theoretical knowledge of the teacher and the extent to which the teacher has mastered the system of methodological methods. It is known that the content of the history course in the system of secondary education and secondary special education is made up of facts



consisting of some specific and typical events. These facts provide students with knowledge about all aspects of social life, the development of these aspects and the mutual relations between them, and affect their mind, thoughts, imagination, intuition and will. A characteristic feature of historical facts is that they cannot be studied directly on the basis of emotional perceptions. That is why it is very important to visualize the most important facts about the past.

Figurative images help students to vividly perceive facts about historical events. Thus, visual representations of the life events of the past serve as the first and most important cognitive component of the students' historical knowledge. It is on this basis that the methodical methods of forming figurative-historical imaginations in students can be divided into groups: the teacher's description of the event with pictures, reading a plot story, art-historical texts and using other methods of teaching, as well as his descriptive narrative and reading based on pictures learning methods such as telling stories and writing essays form a group. In addition to the facts that are very important from an educational point of view in the history course in the secondary education and secondary special education system, other facts that help to determine the connections between them, the year of the incident, the name of the place and statistics are also given. Although they are very short, sometimes in the form of a reference book, they help to visualize the historical process as a whole, to fully master the system of concepts and the laws of social development.

Summary.

Thus, the historical materials that must be preserved in the memory of students constitute the second important component of historical knowledge. In the practice of history teaching, there are many effective methods that help to master the historical materials thoroughly and firmly. When explaining the material, teachers and students should make an oral and written plan, calendar of events and chronological tables, write numbers, make graphic notes, draw diagrams and use applications, write on a map without writing and in a notebook. one of them is carrying out drawing works. These and other similar methods that help the learning material to be firmly established in the memory of students can be included in the second group, which is connected with the methods included in the first group. It should be said that the formation of figurative-historical ideas, keeping historical facts, chronology, etc. firmly in memory is only the first stage of studying history. Its second most important stage is the formation of historical concepts.

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