

Fundamentals Of Organizing History Teaching In An Complex Aspect

Ergashov Ziyodullo Bobir ugli,

Teacher

Tashkent Institute of Chemical Technology Shahrizabz branch

E-mail: ziyodullaziyodulla221@gmail

Hakimov Jahongir Nematjon ugli,

Senior teacher

Tashkent Institute of Chemical Technology Shahrizabz branch

E-mail: xakimovjahongir.0308@gamil.com

Abstract. This article discusses the complex fundamentals of organizing history teaching. The process of teaching the subject of history and the cognitive process have similar features, which gives grounds to assert that their methodological foundations also have similarities. The history teaching system is based on dialectics to achieve its goals.

Key words: teaching history, developmental psychology, methodology, dialectics, historical materialism.

Before clarifying the philosophical foundations of organizing the process of teaching history, let us pay attention to the philosophical approach to teaching, according to which the fundamentals of research are studied in objective connection with the concept of knowledge of science. When we compare the educational process with the theory of knowledge, we are faced with several approaches:

1. An approach that identifies the learning process with the learning process itself;
2. An approach that is indifferent to the problem, which does not take into account the similarities of the learning process with the learning process itself;
3. An approach that seeks to justify the unity of all parties in both processes, making the learning process a cognitive process.

The learning process and the cognitive process have similar and distinctive features. The concept of cognition forms the methodological basis of the theory of the educational process. This gives grounds to assert that their methodological foundations are also similar. The methodological basis of the educational process includes epistemological and dialectical approaches to the study of methods. It is possible to systematically manage the system of optimal relations between algorithmic and holographic activities of students by distinguishing similar and distinctive features of scientific and cognitive learning.

The main goal of the education system is that by comprehending objective reality, the student, mastering spiritual wealth and new knowledge, develops as an active participant in the future. The educational system is based on dialectics, which can be considered both a general theory of knowledge and as a methodological basis of the sciences. Dialectics allows the teacher to determine the contradictory essence of the educational process, to reveal the driving force, the source of development of the educational process and its components. Allows you to rely on the law of unity and struggle of opposites, consciously use it in the learning process, eliminate some problems that arise in the process of managing learning and penetrate into the essence of events. Not only the law of unity and struggle of opposites, but also other principles of materialist dialectics also have important methodological significance [2]. Historical materialism requires that historical facts be studied not from the point of view of time and place, but from the point of view of objective cause-and-effect relationships [4].

The teacher needs to focus on managing the learning process, in which the carrier of knowledge is an individual. The dialectical combination of social individuality is the basis for the correct use of knowledge. According to teachers who support conscious perception when creating cognitive conditions, "the perception of any new concepts must begin with clarity." Visualization serves for a better understanding of historical events and a more effective formation of historical concepts [5]. Proponents of this approach downplay the role of abstract, general thinking. When referring to a particular concept of cognitive theory, one should also take into account that it is structured as a sequence of steps. From the point of view of the philosophical basis of teaching history, the basis of the educational process is knowledge of educational material, and the process

of introducing new knowledge begins with observation. As mentioned, visibility is of great importance: new knowledge can be perceived by hearing, vision, and so on. Primary perception through the senses is critical. According to research by scientists, if the demonstration of any visual aid is accompanied by words, then perception becomes more effective. With visual perception, many details are simultaneously perceived; the word helps to understand and realize the main thing [1]. A view can be created in various ways. Describing events and facts requires imagination. Sensation, perception, imagination is an integral part of cognition. When teaching history, the main features of historical events are reflected in thinking; Thanks to the imagination, perceptions display the main features of historical events by establishing connections and relationships between cognizable historical events. Such a system includes the wealth of all historical applications and historical concepts [3]. Active cognitive activity in combination with practice contributes to the organization of independent learning activities.

The ways of forming knowledge and methods of action have changed with the development of pedagogical science. It is characteristic that the concept of cognition is based on this change [2]. Philosophical science motivates the understanding of historical material. The path to the development of society is studied in history. It is no coincidence that history is a science that explores the history of science and how people lived in the past, how their lives have changed. However, historical science functions on the basis of certain laws and evolves. These features are the object of study in the philosophy of science. Philosophy provides scientific analysis and synthesis of historical facts. There is no single historical fact that does not represent the whole. The procedure for summarizing historical facts is not the final stage of learning historical truth. When teaching history, it is necessary to teach not general concepts and categories, but specific facts and stories from the lives of specific people. The theory of historical materialism is not only a scientific explanation of the historical process, but also a method of understanding the essence of specific facts, the correctness of facts, the use of knowledge in scientific and practical activities and social life.

Psychological foundations of teaching history. An ideal learning system should include an optimal relationship between algorithmic and heuristic activities, otherwise there is no point in talking about its superiority. The optimal relationship between algorithmic and heuristic activities is based on the following factors:

1. Features of the cognitive activity of the individual, dependence and opposition between thinking and memory;
2. Dialectics of interaction between student development and the learning process;
3. Mechanisms and patterns of acquiring knowledge and methods of activity;
4. The nature of algorithmic and heuristic activity [2].

The psychological development of schoolchildren and its connection with the learning process attracts the attention of both teachers and psychologists.

During the learning process, it is necessary to take into account the age characteristics of the student. The principle of determinism should not be neglected in the interpretation of the psychological foundations of learning; based on it, the patterns of mental phenomena can be determined. What shows the direction of activity for the teacher, which determines the relationship between the algorithmic and holographic components in the learning process.

Developmental psychology is a psychological science that is based on the psychological qualities of a developing personality, the ontogenesis of mental processes - the dynamics of development of the human psyche [3].

One of the most important features of mental processes is selective orientation towards a specific object. This process is associated with attention, which does not carry specific content, but is of decisive importance. Basic functions of attention [2]:

1. Selective function (allows you to see differences in the activity of cognition).
2. Behavioral function;
3. Regulatory function (includes the elimination of results outside the actions of students).

Along with attention, perception plays an important role in the learning process. Perception and sensation are the correct determination of the individual properties of objects and events of the external world at the first stage, and then the reflection of the characteristics of a particular object or event in thinking. In a lesson, when following the speech of a teacher who explains new material, sensation and perception are involved [3].

One of the important processes in the educational process is memory. Memory retrieves part of the knowledge that he possesses through perception and cognition. The key factors of memory are analysis, synthesis, comparison, etc. Memory conditions can be divided into two groups:

- a) Subjective conditions of memorization are conditions created by the subject (student) on objects (materials) to be stored in memory. Such conditions include motivation, purpose, repetition, inculcation, imagination, emotion, stress, remembering information, observing the process of remembering, and so on.
- b) Objective conditions of memorization: appear regardless of the subject's activity. Objective conditions for memorization include features of the material being memorized, the degree of meaningfulness, ways of effectively organizing the educational process, and others [4].

The next mental process that you should pay attention to during training is thinking. Understanding the essence of educational material and conscious mastery of the content is carried out in the process of cognition. In the development of cognition, concepts are of great importance. Since each academic subject has its own range of concepts, history as an academic subject also has its own conceptual apparatus. The formation and assimilation of these concepts helps the student to deeply understand and accept historical material.

The pedagogical basis of historical education is important. A history lesson is a lesson that is a logical and pedagogical part of the educational process. It is also part of the content that represents events and phenomena in a certain period of time.

The main objectives of a history lesson, like any other lesson: training, education and development. It is necessary to determine the educational goals set before each lesson; include a creative approach to each lesson; organize independent work of students in groups or collectively. The main tasks that a teacher faces when preparing and conducting a lesson:

1. Determine the educational capabilities of the educational material.
2. Determine educational results that correspond to the purpose and content of the educational material.
3. To form universal human values among students.
4. Achieve success, responsibility, independence.
5. Provide attentive attention to students.
6. Fulfill the requirements for the pedagogical process.
7. Collaborate with students to show their interest in success.
8. To form positive motivation of students in the process of educational and educational activities.

1. Interest and attract the attention of students.

2. Encourage creative initiatives and related activities.

Along with those listed, there are other important aspects of the lesson: organizational, psychological, managerial, sanitation and hygiene, ethics, and so on [2].

Important categories in the methodology of teaching history are the content of education; structure of historical knowledge; resources and sources of knowledge obtained by students; forms of training.

In the last decade, the following reforms have been carried out in the education system: new modern curricula and study programs are appearing; The content of the history course and the structure of history lessons are almost completely changed, new techniques and methods will be applied, including new interactive teaching methods; Requirements for the activities of teachers and students change. Thus, modern education is focused on new principles of learning. These include:

- 1) student-centered teaching principle;
- 2) the principle of active learning;
- 3) the principle of developmental education;
- 4) the principle of predictability of learning;
- 5) the principle of flexibility of the educational system;
- 6) the principle of cooperation;
- 7) the principle of teaching dialogue.

The application of interactive teaching methods to the educational process helps to eliminate the passivity of students, because if a student receives new knowledge of his own free will, based on his own interests, then the lesson becomes interesting for him and, moreover, often creative. Accordingly, the effectiveness of training increases noticeably. World experience shows that interactive teaching methods are an important tool for teachers to improve the quality of lessons, since interactive methods improve the quality of teaching, form

new cognitive and social qualities in students: the ability to listen to the interlocutor, think independently, critically and creatively; express ideas freely; collaborate with team members in a collaborative manner; be businesslike, tolerant, peace-loving and capable of resolving conflicts peacefully; exercise patience and refrain in tense emotional situations; consciously manage your health; be fair and respect human rights

References

1. Amirov M. Active / interactive methods of teaching history in secondary schools [Text]. - Baku: New edition, 2021.
2. Ibragimova F.A. Methods of teaching history. - Moscow: MIR, 2022.
3. Gaparov T. Methodological techniques and means of visual teaching of history. – Tashkent: Ilm-fan, 2021.
4. Kovaleva N.A., Abdullaeva N.A. Methods of teaching the history of the ancient world. – Moscow-Samarkand: LUCH, 2021.
5. Yuldasheva K. Methods of teaching history // Bulletin of science and education. 2022. No. 3. P.195.