



MODERN EDUCATIONAL TECHNOLOGIES IN HISTORY LESSONS

Vaisov Azad

Khorezm Regional Pedagogical Skills Center, Head of the Department of "Methodology of Socio-Economic Sciences", Doctor of Philosophy (PhD) in Historical Sciences, Associate Professor

ABSTRACT

This article is devoted to the effectiveness of using modern innovative methods for teaching history in general education institutions.

KEY WORDS

History, subject, school, methods, innovations, teaching, pedagogical technologies.

Introduction

Modern approaches to the modernization of national education, the introduction of a national program for training personnel determine priority goals and objectives, the solution of which requires a high level of quality education.

One of the pedagogical tasks today is the introduction of such methods and techniques into the educational process that will help teenagers not only master certain knowledge, skills and abilities in a particular field of activity, but also develop their creative abilities, where an important role is given to history and social studies lessons.

Pedagogical technology is a thought-out model of joint educational and pedagogical activity in all details for the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers. In history and social studies lessons I use the following educational technologies: Pedagogical technology of developmental learning. Elements of the developmental learning technology have been tested and are used in all classes, workbooks on history, law and social studies are used. The workbooks provide a wide range of developmental tasks:

- ciphergrams;
- crosswords;
- logical tasks
- working with documents, drawing up diagrams and tables, packages with errors;
- composing stories and fairy tales;
- working with dates and concepts;
- tasks for correlating events, dates, names;
- solving logical and practical problems.

Pedagogical technology of problem-based learning.

In history and social studies lessons, a common method of activating students and developing their logical thinking is posing problems in various types of lessons.

Problem-based teaching methods have been tested and are used in lectures. This method (puzzling) comes down to the fact that I pose a problem to students: a question or a system of questions. I pose the problem using graphs, drawings, pictures, and comparative tables.

Work on the problem is successful only when a problem situation arises, i.e. when students experience intellectual difficulty, which directs their thinking activity to solving the problem.

During the testing of this technology, I established the main directions in solving the problem:

1. The teacher solves the problem (he poses the problem himself and solves it himself, presenting the lecture material).
2. Generators-critics (students are divided into two groups, the first generators - give a larger number of options for solving the problem, up to fantastic ones. The second group, receiving these proposals, chooses the most suitable one). In this type of work, students can derive this or that rule, pattern, cause-and-effect relationship, solve some problem, resorting to their experience and knowledge.
3. Lectures - conversations (I pose a problem to the students and suggest that they solve it together).
4. Small group work (alternatives), (I present the problem and give several students the opportunity to speak, each group defends its point of view).
5. Small groups (your solution to the problem), (after a short discussion, each group presents its solution in writing).
6. "Brainstorming" (filling out opinions on the problem on cards, and the teacher announces the most common opinions, gives and proves the correct answer, draws attention to the students' ability to practically analyze their own judgments).

I use all these methods of problem-based learning in lectures, seminars, debates. This technology was tested in history and social studies lessons, starting from the 5th grade, for example:

5th grade - "Greek policies and great colonization";

- "Avesto is the first written historical source created by our ancestors."

- "Discovery of new sea trade routes".

6th grade - "The struggle of the peoples of Central Asia against the Greco-Macedonian conquerors";

7th grade - Social, economic and cultural life".

8th grade - "The political situation in the Khorezm state at the beginning of the 13th century".

9th grade - "Territory and population of the countries of Central Asia in the middle of the 19th century".

10th grade - "Gaining independence of the Republic of Uzbekistan".

11th grade - "Democratic revolutions in the countries of Eastern Europe and the dissolution of the socialist camp".

Using this technology in the teaching process, I came to the conclusion that it helps me teach students:

- to defend their point of view, to defend their opinion;
- to develop thinking activity;
- to look for alternative options and different judgments and points of view;
- to analyze, compare educational material;
- to draw conclusions, generalizations and comparisons;
- Technology of collective teaching method.

This pedagogical technology allows using such types of training as practical work, workshops, laboratory work, work on the analysis of historical documents.

A positive element of using this teaching technology is the fact that all students in the class are involved in the work at the same time. This teaching method is used when working with students from grades 5 to 11 when working:

- document analysis;
- drawing up synchronistic tables;
- drawing up comparative tables;
- drawing up historical portraits;
- working with memos-algorithms;
- working with a textbook;
- working in groups, pairs.

Game technologies

The beginning of any game is, first of all, an emotional attitude towards the game, towards the perception of game tasks, when the child's mental activity and imagination are activated. The attitude towards the game is usually created in an entertaining form, sometimes using slides, drawings, and film fragments.

The next structural element of the game is game tasks, which are connected with educational tasks. Rules of the game are necessary to connect didactic (educational) and game tasks. They organize the behavior of the players, provide equal conditions for the players. An obligatory structural element of the game is its result. The result can be visual (won, guessed, completed); less noticeable (enjoyed, became interested in the question).

Among the variety of games that are used in working with children at school, there are role-playing and didactic games. A distinctive feature of role-playing games is that the students, together with the teacher, become performers of certain roles. Role-playing games develop fantasy, imagination and speech, and are of great importance in moral education. Didactic games are specially created for educational purposes, are cognitive and developmental. In my practice, I widely use word games; travel lessons, quiz lessons on historical eras and events; historical crosswords, in the compilation of which I involve the students themselves. The game allows students to learn the necessary material in a relaxed manner. These are review and generalizing lessons on the history of the Ancient World: (The Struggle for Supremacy in the Mediterranean., Along the Great Silk Road, On a Campaign with Alexander the Great, and others).

Lessons on the History of Uzbekistan (From the 4th to the 16th centuries): - "The Peoples of Central Asia during the Turkic Khaganate"; - "Cultural Life in the 6th-7th Centuries"; - "The Social and Economic Situation under the Samanids" and others. Gaming technology gives positive results, because:

1. It involves all students in the class in the learning process.
2. It allows students to be direct participants in the game.
3. It creates a figurative perception of historical events by students.
4. It allows students to relax psychologically.
5. It helps students remember the educational material better.

My experience of using gaming technologies has shown that students like such forms of learning, they help to increase interest in the subject. Information and communication technologies

The use of new information technologies in teaching allows us to consider the student as the central figure of the educational process and leads to a change in the style of relationships between its subjects.

In this case, the teacher ceases to be the main source of information and takes the position of a person who organizes and manages the independent activities of students. His main role now consists of setting learning goals, organizing the conditions necessary for the successful solution of educational problems. Thus, the student studies, and the teacher creates conditions for learning; the authoritarian in its essence classical educational technology of coercion is transformed into a personally oriented one. Learning involves communication in the lesson both between the teacher and students, and communication of students with each other.

The use of ICT allows you to immerse yourself in another world, see it with your own eyes, become a participant in this or that event. And it is the use of ICT in history and social studies lessons that allows me to fill the lessons with new content, implement a differentiated approach to students with different levels of readiness for learning, organize children with different abilities and capabilities at the same time, develop a creative approach to the world around them, the curiosity of students, organize a lesson in accordance with modern requirements. A good lesson cannot be imagined without a well-formulated topic, setting its goals and objectives, planning the stages, as well as the goal at each individual stage of the lesson. Usually, a blackboard is used for this, on which all the necessary terms are written out, tables and diagrams are made. Now we have a great opportunity to prepare all the necessary material in advance, arrange it in the right sequence and place it on slide presentations. Presentations allow you to liven up the lesson, introduce game moments. In history and social studies lessons, I often use computer presentations, in the creation of which I involve the children themselves. These can be lessons on studying the biographies of historical figures, studying historical events. When preparing such lessons, schoolchildren are given the task of collecting the necessary biographical, event material, processing photographs and illustrations in a certain program, thinking over animation, and providing video fragments.

In my lessons, I actively use test assignments when organizing independent work of students in self-monitoring mode, when reviewing educational material in history and social studies lessons, for conducting midterm control, for conducting credit and final tests, as well as for systematic individual and group control of knowledge obtained in lessons. In my lessons, I mainly use three forms of working with tests: collective, group, individual.

In tests, I use various types of tasks: tasks with a choice of a monosyllabic answer "yes" and "no" or with a choice of one of four proposed options, with a short answer in the form of one or two words, tasks with a free detailed answer.

In social studies lessons, I use modern technologies: Technology of personality-oriented education. Thus, personality-oriented teaching and upbringing is aimed at developing the personal qualities of students that contribute to the adaptation and success of a person in society. Personal qualities include supra-subject skills and key competencies (general cultural, educational and cognitive and informational, social and labor, communicative, competencies in the sphere of personal definition).

The personality-oriented technology uses methods of educational projects and research activities in small groups, implementing an activity-based approach to teaching; a scientific method of cognition and training. These methods are characterized by all the features that are inherent in the problem-based method.

Project technology is one of the fundamentals of legal education at various levels. In this case, the teacher builds the educational process not in the logic of the subject, but in the logic of activity that has personal meaning for the student, which increases his motivation in learning. Everything that I learn, I

know why I need it and where and how I can apply this knowledge - the main thesis of understanding the project method in school education.

The project method is implemented in the lesson through the organization of an activity-based approach; creation of a situation of independent acquisition of missing knowledge by students from various sources; production of a specific product at each stage of work on the project. This technology requires the teacher to be not so much a source of information for students as an enthusiast, specialist, consultant, leader, coordinator, expert. Educational and social practices are a type of practice, the purpose of which is to master the technologies of successful activity in various life situations. This is one of the important socializing factors in school education.

Practices are based on the free choice by students of a certain topic for research or a certain type of task; responsibility of the student for his choice; effectiveness, i.e., having chosen the task, the student responsibly performs it, then presents it as a finished product of his activity.

The use of the "Debates" technology in teaching schoolchildren contributes to the formation of a new generation of a civil open society: tolerant and mobile, critically understanding changes. The technology forms: - the ability to define and defend one's position, - public speaking skills and the ability to conduct a dialogue; - team spirit and leadership qualities. Methodology for teaching dialogue. It is quite simple, it is constantly used by foreign language teachers. In addition, it is included in the so-called "methodology of developmental learning", for example, Elkonin-Davydov. You start with the fact that in the 5th grade you organize work in pairs, where students take turns asking each other about a selected paragraph of the educational text.

After the question comes the answer, which must necessarily end with an interrogative sentence addressed to your partner, like: "What could you add?" or What is your opinion? After this exercise becomes a habit, you can organize a homework check in the form of a "dialogue snake". The students repeat the text of the § assigned for homework in question-answer form, in turn in accordance with the places they occupy in the class, asking and answering each other until the snake runs around the whole class.

After this technique becomes familiar to the students, we move on to "answer-dialogues" at the board. The topic is question-answer. Then comes the turn of substantive polishing of the proven technique: students should be taught the art of asking different questions about the same information. Competition for the best question to the teacher, problem ring, formulate as many questions as possible for one phrase, etc.

Health-saving technologies. Creating a favorable psychological climate by creating situations of success for the student, implementing sanitary and hygienic conditions, changing the type of activity, seating students.

It should be noted that any method, technology is recognized as progressive if it gives optimal results regardless of when it was first used and described: several decades ago or recently.

REFERENCES

1. Alekseeva E.V., Afanaseva L.P., Burova E.M. Archival studies. Textbook. M.: "Academy", 2007.
2. Akhmedov B. Sources of the history of Uzbekistan. (Ancient times and the Middle Ages). –T., 2001.
15. Ashirov A.A. Ancient beliefs and rituals of the Uzbek people. T.:2007.
3. Ashirov A.A., Atadzhanov Sh.Sh. Ethnology. T. 2007.
4. Babansky Yu. K. "Teaching methods in modern general education schools". T., "Uzbekistan", 1990.