

# Using Effective Pedagogical Methods in History Lessons

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## Abstract

This article discusses using effective pedagogical methods in history lessons. History, as an academic discipline of the humanities cycle, is an important area of general education and ideological training of bachelors and aims to develop students not only in systemic thinking, but also in creating a holistic view of the world historical process, of Uzbekistan's mission in the common earthly space and its evolution as a part of civilization. The university history course is designed to give students a systematic knowledge of the laws and factors of the development of the world historical process, to help develop historical thinking, which facilitates penetration into the chosen professional field.

**Keywords:** Pedagogical Methods, History Lessons, Academic Discipline, Humanities Cycle, Important Area, General Education, Ideological Training, Systemic Thinking, Holistic View, Historical Process, Civilization, Systematic Knowledge, Historical Thinking.

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## INTRODUCTION

History is the record of past human actions that take place on the surface of the earth. Teaching methods are different principles and methods that are used to teach students in a learning environment.

The methodology for teaching history and the grounds for correcting lesson plans, as mentioned earlier, is a complex process that includes interrelated and moving components of the identified learning objectives, content, knowledge transfer and management of their assimilation, students' learning activities, learning outcomes.

The goals of teaching history as a subject determine the content of teaching in a variety of ways. In accordance with the goals and content, the most optimal organization of teaching and learning is selected. The effectiveness of this organization of the pedagogical process is gradually verified by the results of education, upbringing and development.

## THE MAIN FINDINGS AND RESULTS

The methods used by the teacher will depend on the skills or information that the teacher would like to convey to his/her students. Some of the most common teaching methods are those that assist the learner in memorization, class participation, recitation and demonstration.

Although these teaching methods are widely used at the moment, each teacher has his/her own teaching method.

Teachers must be flexible in their methods and frequently adjust their teaching style to accommodate their students.

Effective teaching methods are important tools that can help a student succeed in the classroom. Each student has their own personality and ability to learn.

There are several factors that an educator should consider when choosing a teaching method for their students. Determining factors for choosing a teaching method include the student's interest and background knowledge, as well as their environment and learning abilities. The teacher also helps his students to learn with the help of various teaching aids. Instructors use appropriate teaching methods to help students understand and complete classroom assignments.

Several factors are the most important categories of methods of teaching history are the objectives of education, the content of education, the structure of historical knowledge, the sources from which students draw knowledge, the forms of educational work, the links in the learning process, the methodology for developing thinking, etc. All these nuances are reflected in the lesson. But also an important problem that theorist and practice have to solve is the definition of the type of lessons.

Since each lesson, being a learning process and a system of course content, belongs to one type or another - a group of lessons that has certain integral features. Types of lessons affect the quality of learning and student development.

Various teaching methods are often included in lesson plans

that students can use to help retain and retrieve information. The different teaching methods used with lesson plans are explanation, demonstration, and collaboration. An explanation is like a lecture that provides detailed information about a particular subject. Demos are used to provide visual learning opportunities from a different perspective.

Since each lesson has its own structure, the structural elements of the lesson are very mobile: knowledge testing (interviewing students) can occur before explaining new material, in the process of explaining, or not at all in this lesson. When developing a specific lesson, I remember that an effective lesson can only be based on interdependence, interaction, interpenetration of the content of the lesson and its methodology. Techniques for studying factual material: figurative narration, in which the main historical facts are presented using graphic clarity; role-playing game, in which students take on the roles of participants in historical events or business games, where students take on the roles of contemporaries and actively oppose each other during the game.

There are two main types of teaching method, which are the non-participatory method and the participatory method, they are considered as the main categories, although only those types that can be used as a lecture method can be used in the non-participatory methods. This method is more efficient for a large number of students in a class. The following are the main teaching methods that are applied as participatory learning methods, especially in the teaching of history;

The storytelling method, this method is mainly used as the main teaching method, especially in classes with the smallest number of students. For a class session, you can choose a specific topic and tell a story to engage students in understanding the lesson.

Various literary sources - that is, works whose authors were witnesses or participants in the events described, can carry a lot of information. In fact, these sources contribute to the knowledge of the past, but their use should be fragmented and pre-selected.

The use of fiction helps to recreate pictures of everyday life that were relevant at the time of writing literature, social relations. Brief retelling of a work of art and a task to identify details so that students are sure to read it, reinforces, dare I say, cements the material studied, which helps to gain knowledge.

Demo method. A learning strategy is a carefully designed plan of action to achieve a goal, or the art of designing and implementing such a scheme. It is a detailed and systematic action plan. All this is done to help student access information. Teaching strategies should focus on the use of audio-visual, audio-visual and kinesthetic tools. The demo method can be applied in a small class.

Questions and answers. This method also applies to a system that uses classroom teaching to make sure students remember information. The main scheme in this technique

is the selection of the correct information, in this situation, the right questions. Since the study of history is a level study, for each level, providing questions based on the level is a very important factor.

Debate method. This method is used by the teacher depending on the individualization of the class.

Achieving learning goals depends on the method used. If the objectives require the student to list, mention, or name, then the teaching methodology, strategies, and methods should be about mentioning.

Example if the learning goal requires the student to be prepared for a debate strategy. The teaching method should be experimental and demonstrational. Method special guest. A guest is a person who is a new/stranger who is visiting a certain area with a person of a certain purpose who is not native to a certain place. This method is one of the methods that can be used when teaching the subject of history. Therefore, using this teaching method, the teacher should share some ideas with the student, although the teacher has more knowledge.

The prior knowledge of the student is considered very important. From a fountain where a shard of knowledge can be dug, it is much easier to create a large and vast channel of knowledge.

A teacher is an artist because teaching itself is an art that requires someone to create multiple methods or techniques used for teaching.

Explanation method. This is a method where teachers tend to use a lesson from different sources to brainstorm their student and provide them with an understanding of the lesson. Here the teacher acts as the main teacher, and students tend to listen to his/her words when explaining.

Study trip method. This method is used in a small classroom where the teacher is encouraged to pull students out of the school community to take advantage of the different learning environments. For resistance, teaching may also take the student to historical places, teaching them about the source of historical information.

There are several factors that determine the choice of methods used in teaching the subject of history.

The nature of the students. For example, students with slow rhetoric or students with fast preparation. If the number of slower students in a class is higher than that of faster students, this will force the teacher to use a method that makes it very easy for slower students to understand the lesson or the thesis. Here is some of them:

Determine the number of students in a class. This will help the teacher to choose the best method to be used in teaching the subject contained in certain topics. For example, if there are about 35 students in a class, the teacher can easily manage the class, but a large class of about 80 students can be difficult to manage.

Availability of study guides. The assignment of teaching material, which the instructor uses to set up and use for

students, should emphasize the need for the subject matter. The instructor will be forced to use a method that will allow students to understand the lesson in time and learn how to create a provided object and be helpful to all students.

Educational philosophy of the country. The philosophy of the country, based on education, had a great influence on the development of the lesson, as well as the choice of methods that can be used to teach several subjects.

The ability and preference of the teacher. If the teacher is competent in the subject in which he or she teaches the class, it is easier for him or her to choose the best way to teach the subject.

The cultural aspect of society. For example, if a certain society has its own behavior when learning vocational training, it actually belongs to the class and establishes a method that can be easily understood by all students in a particular class.

This method is used in teaching history by defining an object. For example, teachers are always looking for the format of exams and teach students in such a way that they can answer the exam they expect.

Time limit. The time of teaching a foreign language is actually limited by time. In order for a particular teacher to establish a teaching method, he must first consider the time available to cover a topic.

For any teacher who teaches history as well, understanding that the history of learning is an art, and it requires a person to be creative in defining a subject that will be applied in teaching several topics, for example, teaching various topics is different from teaching a planned lesson development, therefore he/she needs a creative teacher who can create different methods to be applied depending on the nature of the subject and topic.

The educational organizations should prepare adolescents for life, as well as work, assisting in the disclosure and development of his personality, strength, so that by the period of independent life, they already have everything they need to carry out practical activities. A modern teacher is called upon to play an important role in the development of the mental activity of students, as well as in the process of mastering various skills and knowledge that go beyond the scope of the program material.

Since gaining independence in the Republic of Uzbekistan, it attaches great importance to the revival and further development of the culture and spirituality of the people, the improvement of the national education system, strengthening its foundation, raising them to the level of world standards in harmony with the requirements of the time.

Thus, the teaching of history is based on a number of combinations of methods and the use of information technologies, which in modern conditions contribute to improving the study of educational material.

Due to the gradual transition from pedagogical assistance to

the provision of pedagogical support, and later to pedagogical advancement, a change in emphasis will be expected from the methods and techniques of teachers' work to the methods of educational activity of the student himself. The methods and techniques that simulate the development of the cognitive potential of students are:

1. Provision of pedagogical assistance in the form of encouragement or reprimand, technology of pedagogical education, as well as the use of games and game forms of organizing educational activities.
2. Provision of pedagogical support, presented as a reasoned choice of educational content, topics, sources, as well as methods of its performance, reporting forms, operating mode, determining a rational way to implement tasks.
3. Ensuring pedagogical advancement through self-assessment according to the plan, schemes, as well as through self-analysis of the content, self-assessment of one's own cognitive abilities, along with the choice of remedial classes related to the development of memory. In addition, an important role here will be played by the independence of compiling reference schemes for the material being studied.

In recent years, interest in the theory of optimizing educational processes has been significantly increased due to the widespread use of modern teaching technologies, along with significant financial costs, which are needed in order to receive high-quality education. Achieving the optimal construction of education is possible only on the basis of such management, which is organized taking into account the laws in education, based on the use of modern methods and forms of teaching. Hence the conclusion that teaching methods, as a science, are extremely important and significant. Methodology from ancient Greek - "way of knowledge", "path of research". The method is presented as a way to achieve a specific goal or solve a specific problem.

In a rapidly growing information flow, simply giving knowledge to students without interest, without applying innovative methods along with traditional methods, is tantamount to illiteracy, because that the modern generation is not eager to "take knowledge", no matter how teachers would like to "give it". This happens, in my opinion, not only because schoolchildren are not motivated to study, but rather, they are pragmatically oriented - why take something that may not be useful. And in this case, they will play their role very well in the formation of the personality of the work in the process of the lesson with the use and presentation of the subject, with the use of motivating teaching methods, where students develop their horizons, expand their logical thinking, etc.

Modernization of the university education system is a response to the challenge of the time, which requires university graduates to have such qualities as initiative, mobility and constructiveness. During the years of study at a university, a future professional should develop a desire for self-education throughout his/her life, the ability to make

independent decisions, an understanding of the need to use the latest technologies in practical activities.

In addition, a university graduate must be able to adapt in the future professional and social spheres, have the ability to work in a team, be prepared for overload, stressful situations and have the skills to quickly get out of them. The process of acquiring the competencies of a XXI century specialist by students can be successful only if young people actively work independently, including the creation of their own intellectual flows of information.

Domestic higher education has always been based on fundamental scientific knowledge. Although at present it is customary to reproach him for the lack of an applied, practical orientation of education, in our opinion, an established system of seminars and practical classes, writing term papers and theses has always contributed to the formation of not only primary research skills, but also general ideas about how to solve practical problems in the relevant professional field.

The current standards of higher education create conditions for the activation of the very process of cognition as a self-sufficient type of activity, the effectiveness of which is due to the high motivation of students at all stages of education. Particular attention is paid to improving the independent work of students.

History, as an academic discipline of the humanities cycle, is an important area of general education and ideological training of bachelors and aims to develop students not only in systemic thinking, but also in creating a holistic view of the world historical process, of Uzbekistan's mission in the common earthly space and its evolution as a part of civilization. The university history course is designed to give students a systematic knowledge of the laws and factors of the development of the world historical process, to help develop historical thinking, which facilitates penetration into the chosen professional field. Against the background of consideration of various historical collisions, the most important skills and abilities of perception, analysis and generalization of information received from the past are developed, intellectual tension is created that allows students to reproduce and broadcast information flows.

In conditions of a limited classroom load, the use of traditional teaching methods - lectures, seminars - leads to superficial coverage and a very shallow understanding of historical events, phenomena and processes, and therefore there is a need to search for new forms and didactic tools that are acceptable for introducing into the practice of modern teacher.

In our opinion, problematic and game forms of educational work are promising, providing an opportunity for organizing scientific debate in the classroom, which is conducted in a relaxed, free manner, without pressure from the teacher's authority. In an educational discussion, a creative understanding of historical facts, events, processes and phenomena is combined with a critical assessment of

information and the solution of complex problematic tasks when considering the past from the standpoint of lost historical alternatives. The transfer of the same principle to students' understanding of the realities of our time actualizes the prognostic function of historical study in the thought process.

It should be emphasized that conducting training sessions in the form of debates, discussions, role-playing games, etc. is more effective if the discussion is conducted on issues about which students already have primary knowledge, and the selected topics do not belong to the category of highly professional ones. Moreover, the strategy of addressing historical issues should involve a gradual ascent from a simple statement of facts to a broader statement of a particular problem.

Lecture has always been a key form of work at the university, since it is meaningfully aimed at conceptualizing and deepening the understanding of the course being studied. But instead of traditional lectures, we offer lecture forms that are radically different from them, using the method of problematic presentation of the material, when using which students receive knowledge not in a finished form, but as a result of solving various problematic tasks. The posing of a problematic question before each new topic, which actualizes the forthcoming presentation of the material, removes the contradiction between its perception and the knowledge required from the audience. With such an organization, the lecture develops into a dialogue, which stimulates the cognitive activity of the audience, creates its special intellectual tension, imitating the research process.

The use of the problematic method in lecture work requires a high level of professionalism and extensive training from the teacher. In this regard, at the first stages of mastering the course for young teachers, in our opinion, it should be used only as an addition to the already proven form of training sessions.

Another way to increase students' interest in historical science is project activity, which opens the way to a deep understanding of the historical past and its connections with the present, the possibility of realizing in the discovered conditionality of one's unique position as the creator of history. It is important to note that the study of history without relying on historical sources leads to a simplified, flat perception of historical reality, turns the process of cognition into a desperate wandering in other people's intellectual labyrinths. In this regard, when working on projects, it is important for students to use electronic resources that host historical archives.

Participation in projects allows students to get involved in real research work, during which they put forward hypotheses, look for solutions to the questions raised, formulate their point of view, prove their position, draw conclusions, master and improve innovative ways of presenting the material.

For students studying in economics, technical - that is, not in

the humanities, work on research projects with a historical focus is especially valuable. In the course of such activities, students develop the ability to objectively evaluate this or that historical situation from rational and moral positions, improve communicative competencies, and through emotional involvement in the work of the group develop the ability to meaningfully take into account and accept other people's opinions.

Thus, a modern approach to teaching and studying history at a university involves introducing into the educational process as many interactive methods as possible for mastering the educational program and didactic tools that contribute to the formation of creative, independent thinking of students.

Attracting methods and means similar to those described in this article is an important factor in the training of not only highly qualified specialists, but also active citizens of the country, contributes to the formation and development of young people's ability to make informed decisions, being subjects of social interaction.

Theorists and practitioners of higher education, methodologists of individual university disciplines are searching for forms, means and methods of training future specialists that are adequate to modern realities and corresponding to the concept of advanced education, who in the near future will have to solve not only urgent economic, industrial, technological and technical problems, but also the most important social problems, ensuring the well-being and sustainability of the development of society. In this light, the importance of the humanities in the programs of non-humanitarian areas of training cannot be underestimated.

The goals and objectives set for students and teachers in the latest versions of educational standards can be achieved through the use of a set of innovative pedagogical technologies, which include problematic, project, game methods and techniques that stimulate the mental activity of students; dialogue (interactive) forms of conducting classes (case studies, debates, discussions) that promote mutual understanding between the teacher and students, the joint solution of educational problems, and the acquisition of positive communication skills by students. The methods of teaching history described in this article can be extrapolated to other disciplines studied in universities.

Conducting history classes in new formats is possible only if the teacher has a professional command of the methods of organizing and conducting polemics, his/her good orientation in distance virtual learning environments, high motivation and activity of students who must be able to independently find the required information, process and analyze information, including historical information.

## CONCLUSION

The issue of redistribution of study time in a higher educational institution in the direction of increasing the proportion of independent work of students in the curricula,

in our opinion, should be classified as a debatable one. In our country, with its specific mental codes, the reorganization of the educational process in favor of individual independent educational activities can lead to the profanation of the educational process. However, due to the skills not formed in secondary school to independently acquire knowledge, most students, left alone with educational tasks that require solutions, experience discomfort and lose motivation for educational and research activities.

And in a situation of a new ratio of classroom and independent studies of students to the detriment of the first, against the backdrop of an exorbitant expansion of the content component of the discipline, a teacher has a serious problem in choosing theoretical issues, the study of which would ensure the goals fixed in educational standards and programs, and would contribute to the acquisition by students of the necessary productive historical knowledge.

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