
Some Approaches to Teaching History of Uzbekistan in the Higher Education

Burhonova Sabo Tulanovna

Dots, Department of natural sciences and humanities, Tashkent Institute of Financ

Abstract: Today, we should pay attention to the use of interactive methods to teach the history of Uzbekistan, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists. The main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative as well as flexible training programs.

Keywords: Teaching method, modernization, interactive method, professional competence, pedagogical process, historical information, the history of Uzbekistan.

The need for modernization of modern education makes for a fresh look at the problem of historical education, in connection with which only there was a question about the modern history curriculums of the XXI century and teaching the subject technology. Among the urgent problems of teaching associated with its contents are the main philosophical (academic) scientific and methodological problems. They designed to solve the problems of the place and role in world history and the history of Uzbekistan in the process of learning about the nature, scope and selection of the required historical information. Many modern curriculums implements various philosophical and methodological approaches civilization, cultural, Western-oriented, public-oriented.

Today, every history teacher uses non-traditional forms of teaching history to students. This is due to the emergence of a new style of teaching thinking teacher, orients effective solution of educational and educational problems within the subject of hours. Before modern history teacher one of the problems, the content of the subject - alternative approaches to solving the problem and evaluating the past, the choice of development paths in one time or another, forecasting events and phenomena, moral and ethical evaluation of individuals and the course of events . A discussion of these issues in the classroom is not possible without the experience of dialogue and initiation to the creative activity.

The method of action learning has recently become one of the promising areas of modern education, as it provides the organization of self-learning environments. This teaching method allows students to effectively solve problems of practice-focused training. This method is implemented in group work among students. During the joint work on the problem (which is practice focused), students develop their own way to a comprehensive solution, justify that solution and conduct a presentation of their proposals. A group of teachers discusses the results of the public defense and names the winner, which makes evaluation more objective. If students use this method during the period of work experience, the problems to be solved may be taken from a particular practice, which enhances the teaching

potential of the method and the results obtained in the course of its implementation. Thus, learning by doing has a positive influence on the components of professional competence through practical skills, which develop the organization of joint activities and taking responsibility for one's work. Teaching objectives define the content of education. In accordance with the objectives and content of elected optimal organization of teaching and learning. The effectiveness of the organization of the pedagogical process verified with the results of education, training and development. The national training program, which was adopted in 1997, the Government of the Republic put new challenges before the higher education, according to which the steadily growing requirements of professional quality professional future date. Graduates of university should be thinking, creative specialist, constantly enriching their knowledge. This in turn requires teachers more knowledge, creative approach to the education of the younger generation, based on the achievements of both domestic and world science as traditional improvements and new educational technologies. As a result, the educational process is increasingly incorporated media and new educational technologies. Their use in Uzbekistan is predetermined by an objective necessity, especially tasks enhance the scientific and pedagogical level of the educational process, its effectiveness, in particular by means of modern pedagogical technologies. A special place in the education of harmoniously developed generation, patriots of their Motherland is given the subject "History of Uzbekistan", as this subject is the basis of the formation of the younger generation outlook, independent and critical thinking, improves intelligence, behavior culture. For a deeper assimilation of the students of this subject, in order to achieve high results in educational activities is impossible without constant teacher work on yourself, improve skills, constant research and various forms of new teaching methods. Based on this, the teacher of history of Uzbekistan are implementing a variety of species in the educational process of new educational technologies, the essence of which is to improve the efficiency and quality of education, social work and student activities. The kinds of interactive methods, such as "Brainstorming", "Boomerang", "Debate", "Cluster", "Quiz", and others interested and will engage in the learning process even the most passive student, help to be independent and creative approach to solving problems, and thus enhance absorption of the subject. This stage sets the tone for future work, creating a relaxed, democratic atmosphere. It is held in any form or by any means. The teacher informs the students of his/her expectations and hopes regarding the upcoming activity.

Adoption of the rules of the group (the "agreement") for the participants to feel responsible for their training from the very beginning it is recommended that they accept the rules of the training or make an "agreement". The articles of the agreement are usually recorded: e.g., we do not come late, speak out of turn, listen to off-topic conversation, etc. Each article is discussed, approved by majority vote and displayed in an accessible place. It will help create an appropriate working atmosphere, mutual respect and trust. It also needs to improve the learning of the material. Every student is responsible for the execution of the "agreement". Assessment of group information level is one of the tasks for the teacher A questionnaire or checklist with the questions on the training theme are usually used for this purpose. Polling results show the level of students' readiness and help the teacher correct the content and balance of the topics, adapt the training and make the exercises easy to understand. A questionnaire repeated after the training is over is very effective. Comparing the results, the teacher will be able to assess how students increased their readiness, which is an important measure of training efficiency.

Case study method

The case study method is training by solving specific cases. The essence of this method is a collective analysis of a situation, finding a solution and a public defense of said solution. In

the process of reviewing the cases, students gain the skills of teamwork, independent modeling of the solution, independent reasoning and defending their opinion. The method was first applied at Harvard Law School University in 1870. This method involves ambiguity in the solution of the presented problem, which creates a challenge for discussing the reasoning of proposed solutions and choosing the most appropriate one. Therefore, the result is not only knowledge but also professional skills and a well-formed personality and set of values. The case which is viewed by the students, is usually taken

from a real professional area and is supported by visual materials, statistical data, charts and graphs, descriptions of how it is viewed by different people, reports, data from the media, Internet resources, etc., the information that allows us to understand what is described in the case. When future teachers are trained a case may be, for instance, a conflict between a teacher and parent based on a student's progress recorded in the class register; the decisions of teacher's councils and boards recorded in the minutes; the student's character as described by classmates, teachers and a school psychologist; and other documents, student and one for the teacher. The subject section describes the situation and allows the students to characterize all of its circumstances; the information section reflects the details of the support upon which a final decision is made; and the methodical section, designed for teachers, determines the location of the case in the structure of the course, tasks for students and pedagogical support for solving the situation.

The solution of the situations offered to the students involves a variety of analytical methods: problem-based, cause and effect, axiological, situational, prognostic and other types of predictive analysis. The actions of students as part of the method are productive in the following succession:

- familiarity with the situation, its content and features,
- the allocation of the main problems, the factors and personalities that can really act,
- offering solution concepts,
- Analyzing the consequences of the decision and Selecting the optimal variant, predicting consequences, an indication of the potential problems, mechanisms, prevention and solutions. The activity of a teacher using this method includes two phases. The first includes creating the case, formulating the questions for analysis and developing methodological software support materials for the students and their independent work. The second phase includes the classroom activities of the teacher in discussing the case, where he/she makes introductory and closing remarks, organizes discussion or presentation, supports a business atmosphere in the audience and acknowledges the contribution of students in the analysis of the situation. Thus, studying and analyzing work experience based on real situations, students comprehensively enrich the knowledge and skills that undergird the professional world, demonstrating a productive effect on the formation of their professional competences.

Behavioral modeling

Behavioral modeling is a method of teaching interpersonal skills and professional conduct. The method is carried out in the following sequence:

- the presentation of a model of professional behavior which is to be learnt;
- the most accurate reproduction of the proposed behavioral model;
- Feedback, indicating the degree of success of mastering the relevant behaviors.

Behaviors that are offered to students using this method should sufficiently comply with

actual professional situations, so that future specialists have the opportunity to maximize immersion in professional activities and rapidly adapt to specific conditions. For example, he/she may be practicing job interview skills, conflict or emergency response, discussion of career prospects, transfer or acceptance of a position, etc.

Behavioral modeling is effective under the following conditions: firstly, the proposed case is attractive to students and arouses their confidence and willingness to follow the proposed model; secondly, the case demonstrates the desired

Sequence or correct procedure in the standard situation; and thirdly, the students see that compliance with the desired sequence of activities is rewarded (time savings, insurance against errors, problem solving, etc.). Thus, the presented method of behavioral modeling can enhance the quality of training by promoting appropriate behavior in ways typical of future employment situations.

The method of peer feedback

The method of peer feedback is where one student provides another student ongoing feedback about his/her actions deeds and decisions. A look at their actions and reactions from the outside allows the future specialist to better understand his/her strengths and weaknesses and develop adequate self-esteem. The method of peer feedback is based on information (objective and honest feedback) when performing tasks associated with the development of new skills and performing current professional duties. The participants (the one who acts and those who analyze and give feedback) are absolutely equal. Feedback can be provided after discussions, performances, educational tasks, etc. Practical training, in which students directly solve professional problems, has extraordinary value and opportunities for the implementation of this method. For example, such feedback for future teachers can be given after the lecture or additional training and educational activities, etc.

The students, of course, need to be trained to give objective feedback to make informed judgments and become competent to provide information before using this method. Thus, the method of peer feedback provides more efficient development of the competences of future professionals through continuous monitoring of activities and opportunities to provide timely assistance and correction of deficiencies.

References

1. Каримов И. А. Гармонично развитое поколение – основа прогресса. Т., Узбекистан 1997 г.
2. Mirziyoev Sh.M. Erkinvafarovon, demokratik O'zbekistondavlatinibirgalikdabarpoetamiz. Toshkent: O'zbekiston, 2016.
3. Terry Haydn, James Arthur, Martin Hunt. Learning to Teach History in the Secondary School: A Companion to School Experience. RoutledgeFalmer, 2001.
4. S. G. Grant. History Lessons: Teaching, Learning, and Testing in U.S. High School Classrooms. Lawrence Erlbaum Associates, 2003.
5. Suslov A.YU., Salimgareev M.V., Khammatov S.S. Innovative methods of teaching history at modern universities. The education and science journal. 2017; 19(9): 70 -85.