
The Science of Teaching Methods in History in Modern Society Status and Role

Kurbanov Jamshid Ikramovich

Master of Tashkent State University of Oriental Studies

Abstract: In this article, the author considers the formation of the methodology of teaching history as a scientific pedagogical science, as well as information about the activities of the post-Bolshevik party in the field of education in tsarist Russia, which, as a scientific and pedagogical science, teaches history in our country.

Keywords: history, teaching, methodology, scientific, pedagogical, science, quality, education, our country, domination, tsarist Russia, Bolsheviks, party, education, activity.

Before we begin to analyze the state and role of the science of history teaching methodology in modern society, let us recall how famous thinkers of the present and the past have interpreted this problem. While Cicero called him a "Coach of history and life», Leonardo da Vinci said that "Knowing the past and the past of the world is the beauty of man and his intellectual product". The father of Russian history, N.M. Karamzin, thinks, "History is a sacred book of nations, a mirror of their lives and activities, a discovery of the discoveries and morals of their ancestors. it is a necessity to interpret the present and serve as a model for the future". V.G. Belinsky notes that "In order to understand the present and have a clue about our future, we need to question our past". V.O. Klyuchevsky says "By studying our generations, we understand our identity. Without knowing history, we need to have a clear understanding of why and why we came to this world, how and why we strive". Thinking about the education and lessons of history, the scientist Islam Karimov said, "I would like to appeal to scientists and specialists working in the field of history: you create a true history of our nation, so that it gives spiritual strength and pride to our people. It is impossible to defeat a nation that knows its history and receives spiritual strength from it. We must restore our true history and arm our people and nation with this history" he pointed out.

Naturally, the upbringing of civic feelings in the younger generation and the formation of a loyal, selfless person to the Motherland in which he was born and raised has always been and will remain the focus of every society. Thus, even during the period when Tsarist Russia, which occupied Central Asia in the second half of the XIX century, and the Bolshevik Party, which had ruled since 1917, had held the peoples of Central Asia in captivity for 150 years, this issue was not overlooked. In the formation of the methodology of teaching history in Uzbekistan as a pedagogical science, as noted above, it has left its mark on the peoples of Central Asia for 150 years in economic and spiritual captivity by Tsarist Russia and the Bolsheviks. When we talk about the issue of teaching history as a scientific and pedagogical science, we must take a brief historical tour of the educational activities of Tsarist Russia, the next Bolshevik party in the field of education.

Turning to historical facts, we see that the first original textbook on history in Russia was created in the 70s of the XVII century and was called "Synopsis" (Latin synopsis - a

collection, a common denominator of a collection of articles by various authors), i.e. commentary on historical events. The history of the peoples of Russia and Ukraine is briefly described and has been reprinted more than 30 times. The authors of the "Synopsis" have compiled a table in their textbooks, the main purpose of which is to teach history in the table, the names of Russian princes and dukes of that time, the dates of their lives. In the XVIII century, history was introduced in secondary schools established in Russia, and independent courses in general history and Russian history were also taught. The author of one of such textbooks on Russian history was M.V. Lomonosov. In 1760, M.V. Lomonosov published a "Short Chronicle of Russia", which was widely used as a textbook until the end of the XVIII century. Only in 1799 this textbook by M.V. Lomonosov was published for public schools "A Brief History of Russia" was replaced by a textbook created under the name. The role of the first Republican of the Russian Revolution A.N. Radishchev in the formation of Russian history as a separate science in the XVIII century was great.

The principle of ideological upbringing of students, developed by the Minister of Public Education, Count S.S. Uvarov, is mainly the active formation of Christian morality in the educational process, loyalty to the king, full support for the rule of the country - the monarchy, revolutionary ideas and specially to wage an active struggle against their propagandists. Such "science, which is the basis of true Russian defense, in the opinion of Minister S.S. Uvarov, was entrusted to the study of history". The reactionary policy of tsarism has led to the fact that the teaching of history has lagged far behind the historical truth and the advanced thinking and principles acquired in the science of history. Issues related to the socio-economic development of the country, the implementation of the laws of historical development, their role in the development of society, in short, the feudal-serfdom system in Russia, sooner or later, are far from acquainting students with the possibilities of giving way to a new advanced state was. N.A. Dobrolyubov, a Russian revolutionary-democratic writer, said that such an attitude to the history of Russia at that time, he wrote "The teacher loses time by memorizing some things that are necessary to give a complete, accurate description of the period, events and historical figures". In the activities of Russian democrats V.G. Belinsky and A.I. Gertsin, it has been stated many times in Russian history that the driving force of society is not the autocracy or the church, but the actions of the working masses. That is why they said that in teaching history at school, first of all, to show students the most talented representatives of the Russian people, to acquaint them with the sacrifices of the people in labor and creative activities, and especially the creative potential of labor, heroic struggles against foreign invaders. explained in detail the need for special education in the way of upbringing.

V.G. Belinsky considered the correct understanding of his time in the correct narration of the history of the Russian people and other peoples as the ideological basis and the basis for educating the people in the spirit of struggle for the development of society. He said, "Our century is basically a historical century. History has now become the only condition and general basis of any life knowledge. Without history, neither art nor philosophy could be understood. In our time, any knowledge in historical observation is the basis of any truth". If we take a closer look at V.G. Belinsky's scientific heritage in the field of history, we will see that he expressed a number of valuable scientific and methodological ideas about the theory of historical science and methods of increasing the effectiveness of teaching history in all 40s of the XIX century.

For example, when V.G. Belinsky describes specific historical events, it is necessary to "generalize the desired historical event and draw clear conclusions from it" in the narration of historical facts it is said that the formation of certain "thoughts, views, attitudes, concepts, mainly beliefs, the formation of certain philosophical "beliefs" and "ideas" should be the

focus of the historian". V.G. Belinsky emphasizes the need to fully equip teachers with history lessons, to educate young people to fight against the feudal-serfdom system, active-minded young people who love their country and believe in its great future. V.G. Belinsky's opinion that "to love the Motherland means to see in it the fulfillment of the highest aspirations of mankind and to actively fight for it" is beneficial for every nation and society.

The abolition of the serfdom in Russia from the top, the peaceful implementation of the revolutionary changes in the country without the use of force, ushered in a new era in the rise of historical and political thinking in the country. During the same period, S.M. Solovyov created a 29-volume textbook on Russian history, as well as history textbooks for high schools and gymnasiums. S.M. Solovyov's work in the creation of Russian history was sharply criticized by N.G. Chernyshevsky and N.A. Dobrolyubov at the same time for "discovering" the theory of "limitation" of Russian development. The political reaction that began in Russia in the mid-1960s was also reflected in the teaching of history in schools and gymnasiums. One of the most outspoken representatives of reactionary ideologies, the Minister of Public Education M.I. Kratkov, more clearly noticed the impact of history teaching on the awakening of the younger generation, saying that "history is finally a harmful science".

It is impossible to completely remove history from the curricula of schools, gymnasiums and universities, and the number of hours allocated for its study has been sharply reduced. Now the study of the history of the 60s of the XIX century was removed from the curriculum altogether and was intended to serve the "wisdom of monarchs, (i.e., absolute rulers)" and "expose the harm of the rebel movement to society" under the direction of the ministry. D.M. Ilvovskiy was instructed to use the history textbook. If history was taught in Russian schools in the above-mentioned situation, what was the situation with the teaching of history in the schools of Turkestan, its real colony? We refer to some archival documents on this issue. According to archival documents, in 1878 a congress of primary school teachers of the Ettisuv region was held in Vernyi city. On Kaufman's instructions, officials from the Turkestan Provincial Education Department prepared a "Guide to the Chairman of the Teachers' Congress".

In this manual we read: "In general, school teachers should be taught at the congress that in the process of studying the history of the homeland, the task of Russian state schools is not only to educate and develop a certain "person", but also to teach and develop a truly loyal person to the Russian state. and to educate and develop young people who are loyal to their homeland, who, in a word, love their homeland, respect its laws, and sacrifice themselves and their property for the benefit of their mothers and husbands". Some inspectors and school principals have eagerly embarked on the implementation of this directive of the governor by great skill. The inspector of educational institutions of Fergana region writes in his annual report that "teachers in their pedagogical activities are aimed at instilling in children" devotion to the throne and the motherland, their religious and moral duty, the mobilization of their minds to conscious activity and labor.

In conclusion, the above considerations show that the activation of the use of local materials in the classroom and the formation and improvement of methods of their application in the classroom, especially the connection of history education with life, are of particular importance in reflecting some theoretical principles in practice.

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