

METHODOLOGICAL PRINCIPLES OF HISTORY TEACHING IN PROFESSIONAL EDUCATIONAL INSTITUTIONS

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Abstract:

The article presents the requirements for the content of history teaching in professional educational institutions, the legal and normative basis of history teaching, the analyzes and approaches of the specific methodological basis of teaching. Foreign models of history education are analyzed, the need to implement innovative approaches specific to the education system of our country is justified.

Keywords: educational system, professional education, history education, historical consciousness, motivation, competence, innovative technologies, educational content, educational programs, educational process, methodological foundations.

PROFESSIONAL TA'LIM MUASSASSALARIDA TARIX FANINI O'QITISHNING USLUBIY ASOSLARI

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Annotatsiya

Maqolada professional ta'lim muassasalarida tarix fanlari o'qitishning mazmuni bo'yicha qo'yilgan talablar, tarix fanlarini o'qitishning huquqiy-meyoriy asoslari, o'qitishning o'ziga xos uslubiy asoslari bo'yicha tahlillar va yondashuvlar keltirilgan. Tarix ta'limining xorijiy modellari tahlil qilingan, mamlakatimiz ta'lim tizimiga xos innovatsion yondashuvlarni tatbiq etish zarurati asoslab berilgan.

Kalit so'zlar: ta'lim tizimi, professional ta'lim, tarix ta'limi, tarixiy ong, motivatsiya, kompetensiya, innovatsion texnologiyalar, ta'lim mazmuni, ta'lim dasturlari, o'quv jarayoni, uslubiy asoslar

INTRODUCTION

In accordance with the Law "On Education" adopted in the Republic of Uzbekistan on September 23, 2020, the tasks of implementing new approaches to the activities of professional education types, their educational content, and teaching technologies in educational types



defined. Vocational schools and academic lyceums provide students with differentiated intellectual abilities and professional education. In academic lyceums and vocational schools, students have the opportunity to improve their knowledge in the field of education they have chosen (humanitarian, technical, agricultural, etc.) . Graduates of these educational institutions are awarded a diploma approved by the state and it gives the opportunity to continue studying at the next stages of education or work in the specialty acquired [1]. There are many problems with history education in the professional education system, the evaluation of the quality of education is not harmonized with international standards. It is not established, the principles of history education are not provided in integrated programs and other problems await their solution. In professional education, there is a need to teach independent study of history, to develop sets of practical exercises and tasks for them to engage in independently, in which there is coherence in teaching history by types of education and it is recommended to introduce a uniform educational program that ensures continuity. In order to fundamentally improve the quality and efficiency of the educational process in professional educational institutions, to gather general education graduates in the most capable high schools of academic schools, to create conditions for satisfying the needs of graduates of general education schools to acquire selected professions and specialties. The decision of the President of the Republic of Uzbekistan "On measures to further improve the activities of secondary special vocational education institutions" [2] was adopted. Along with the legal and normative bases, it is aimed at providing the theoretical and methodological bases of teaching history in professional educational institutions.

A. Askarov [3], D. Alimova [4], Ishakov, M. Lafasov, R. Murtazoyeva [5], B. Ahmedov [6], Q. .Rajabov, Zamonov A.[7], R.Shamsutdinov[8] and other fundamental researches, books, dissertations and articles.

Results and discussion. Paragraph 2 of the decree of the President of the Republic of Uzbekistan "On measures to further improve the activities of secondary special and vocational educational institutions" defined the important tasks and directions of activity of academic lyceums: general education selection of the most talented students of their schools, further development of their intellectual abilities and targeted in-depth preparation for continuing their studies in higher education institutions; to create an educational environment that forms and develops independent activity skills in the process of acquiring knowledge, taking into account the individual talents and abilities of each student, taking into account the creative potential and activation of students; introducing modern forms of organization of the educational process and constantly updating its content, taking into account the experience of advanced local and foreign educational institutions. It is known that history education abroad is conducted on the basis of three European, American and Asian models. For example, in America, there is a system of dividing students into groups based on their interest in a particular science and profession, ability and talent, mixed interest. This educational system has become the main approach in England, Germany, France, Italy and other countries. In Japan, we can see that special attention is paid to human intellectual ability and innovative desire [9]. The strategy of fundamental changes in Uzbekistan is based not only on local values, experience and traditions,



but also on the use of advanced foreign experience. In the process of reforming the national education system, Uzbekistan strives to take into account and creatively use the achievements of other countries. The history of Uzbekistan teaches young people the essence and results of democratic reforms that are being carried out in our country today, the processes of establishing a national, legal statehood, building a democratic, civil society, forming a socially oriented market economy, and educates young people in scientific outlook, political culture, in society help to determine their position correctly. Most importantly, he deeply understands the essence of the state's reforms in all areas. The greatness and power of our nation is determined by the fact that it has a rich spiritual heritage. The spiritual foundation of our nation is very old and strong, and this rich spiritual heritage is a strong support for young people who are striving for the future. In its soil there are feelings such as tireless and hard work, overcoming any obstacles, striving for knowledge and intelligence, and it is instilled in young people by teaching the history of Uzbekistan.

For this purpose, the First President of the Republic of Uzbekistan, Islam Karimov, at the first organizational meeting of the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan held on January 12, 2015, spoke about the need to arm the youth with the lessons of history and the truth of history: "A nation that has forgotten history, society loses its way. Such a nation and society have no future" [10], he emphasized. This issue was addressed by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on December 7, 2016, in his speech at the event dedicated to the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. instead, we have to educate them ourselves. For this, we need to talk more with our youth, listen to their hearts, understand their pain, and give practical help to solve their problems. In the implementation of these tasks, we rely on our national traditions formed over the centuries, the rich history of our ancestors" [11] and on December 14, 2016, at the joint meeting of the Legislative Chamber and the Senate of the Oliy Majlis: "We will never change the state policy on youth. let's continue with determination. Not only will we continue, but we will raise this policy to the high level required by the times as our top priority. For the sake of our country and society, for the sake of our country and society, we give all the strength and power to our youth so that our youth can become independent thinkers, have high intellectual and spiritual potential, and become people who are not inferior to their peers in any field in the world. mobilizes his capabilities" [12] and his appeals aimed at increasing attention and, like him: "When talking about the education of the young generation, each of us, especially our sons and daughters who are coming into life, should follow these thoughts of our grandfather Abdurauf Fitrat I would very much like them to do so.

Here is what our great ancestors wrote: "A people should move towards a clear goal, become a state, be happy and gain respect, become a world lover or be humiliated by being weak, neglecting to bear the burden of misfortune. , being subordinate to others and being a slave or captive depends on the upbringing they received from their parents in childhood" [13], it is necessary to emphasize separately the thoughts of globalization processes in all fields and the rapid penetration of information today. the arrival and continuing education system, including the formation of a broad scientific worldview of academic lyceum students, and the effective



use of innovative technologies in teaching them to think freely, critically and globally. Because the content of educational subjects, the innovation of the form, methods, tools and technologies of educational organization serve to increase the effectiveness of the educational process. It was determined: based on familiarization with the educational process of innovative academic lyceums, observation of history lessons and conversations with teachers, there are a number of shortcomings regarding the use of innovative technologies in history lessons, the pace and level of introducing technologies into the educational process is low; Inadequate skills and qualifications of teachers to transform identified educational goals into educational tasks; insufficient attention is paid to the technologicalization of the educational process; we witnessed that the design and implementation of innovative education is not effectively organized. Eliminating the above shortcomings requires separate research in this area. That is why the use of innovative technologies in teaching the history of Uzbekistan in the academic lyceum reflects an important problem. The most important of the reforms implemented in the years of independence was to update the content of history education. In particular, in accordance with the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated October 16, 2000 No. 400 "On approval of state standards of secondary special education", the first State Education Standard of History for academic lyceums was developed. It should be noted that in the pre-independence era, history teaching was approached from the point of view of classism and partisanship. During this period, in the textbook called "History of the USSR", only 3-4 pages were given to the country of Uzbekistan, opinions were expressed about historical events and persons, or it was not mentioned at all" [14].

According to the instructions of the State Committee of Public Education of the former USSR, "18 hours per week, 612 hours per year are allocated to the teaching of history in a general education school, of which up to 60 hours are devoted to the history of the allied republics (including Uzbekistan) , study within the framework of the history of the USSR" [15]. "The strict "methodology" formed in historiography during the Shura era has shaped all those who are interested in history and those who study it. There was a tendency to engage in reporting and reporting without thinking about the events and socio-political events. Gradually, it turned into a scientific "school". The existing inappropriate scientific method has limited the worldviews of both historians and students, making them unthinking, insensitive and indifferent, looking at the past with indifference" [16]. The standard is the equivalent of mastering the normative plan, program, textbooks created in education, that is, the level of mastering the educational content. In the development of the standard, it is necessary to comply with the requirements of not overstressing the student, that is, it should be appropriate for the student's age and able to perform it. In this, of course, the interest, desire, and desire of the learner should be taken into account. It is appropriate to give importance to the individual in mastering educational standards, to approach him individually. The minimum amount of knowledge, skills, qualifications or moral qualities that should be acquired by the trainees or students is an official pedagogical document - the state educational standard. The Secondary Special State Education Standards, which were in effect from 2000 to 2012, were developed based on an activity-oriented approach, which provided only for the acquisition of knowledge,



skills and competencies, and led to a number of shortcomings. It is stated: the ways of engaging students in practical activities in the structuring of educational materials are not clearly defined in the current State educational standards; the analysis of materials related to local history, ethnography and archeology is not systematically used; excessive attention is paid to the study of historical dates and the trend of numerology is strengthened; a differentiated approach was not followed in the design of educational materials with a primary and secondary description; international experience was not taken into account in the periodization of the science of history; methodological support of the history education system is not clearly defined; In the materials related to "History of Uzbekistan" and "World History", the general principle was not observed in the application of concepts and dates, etc. The textbooks created on the basis of the requirements of DTS did not create a comfortable opportunity for the educational process, i.e. for students' learning or for the teacher to work on himself. This aspect specifies that after the textbook is created, a special norm should be established regarding its pedagogical technology, i.e., how suitable or not the topics are suitable for the methodical relationship between the student and the teacher in the future.

The proof of the above points is reflected in the attitude towards the general process related to history education in specifying the skills that should be acquired by students in the State educational standard of history for academic lyceums valid until 2017: being able to express one's independent attitude to the processes taking place in society and the world; be able to draw conclusions based on independent study of historical sources; to have information about historical processes and be able to make a comparative analysis; to be able to work on a map, to be able to think independently about historical events, to be able to explain, to be able to actively participate in discussions and debates; to be able to work independently on the text of textbooks, manuals, maps, historical documents; to be able to freely express the knowledge acquired in the course of history education, to be able to react to the opinions of one's classmates. The following tasks are specified in the letter of introduction of the curriculum developed for academic lyceums in the subject "History": formation of national consciousness, political, theoretical-scientific outlook of students; to educate a free-thinking well-rounded person who is able to respond to the events of the past and present in accordance with the principles of scientific objectivity and historicity and who approaches them on the basis of universal values; to develop students' independent creative thinking, historical awareness and worldview, activeness in learning, support, desire to reflect and demand for enriching their knowledge, help children to draw logical conclusions based on analysis and generalization of historical material; a free citizen, a free person who recognizes his rights and opportunities, relies on his own strength, has an independent attitude to the events happening in the world, and at the same time sees his personal interests in harmony with the interests of the country and the people formation Also, during this period, the history of Uzbekistan is taught for 80 hours [17] during the 1st and 2nd courses of academic lyceums and vocational colleges as a non-in-depth, general education subject. Based on the in-depth curriculum mandatory for academic lyceums, 320 hours of the history of Uzbekistan in the socio-humanitarian direction and 200 hours in the foreign philology direction[18] were taught in the 1st, 2nd and 3rd years. In



accordance with the Decision No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "On approval of State educational standards of general secondary and secondary special, vocational education" Education standards have been developed. The most important aspect of this State educational standard is that it was developed based on the competency approach. In accordance with this State educational standard, teaching of history in academic lyceums is organized based on the following principles: In turn, the purpose of teaching history has been redefined in the new State educational standard. In particular, the main purpose of studying history in academic lyceums is to form a historical consciousness and worldview in the minds of students during the educational process, to create self-awareness, to prevent spiritual emptiness; formation and development of students' sense of concern for the development of the Motherland, responsibility for the fate of the nation, respect for universal and national values; the history of our country is an integral part of the history of the world. Islam Karimov, the First President of the Republic of Uzbekistan, in his speech at the first organizational meeting of the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan, together with the bright and enlightening days of the history of our country, yesterday, which our people experienced, Speaking about the necessity of bringing the tragic events of our recent history to the consciousness of the current and future generations, and the need to arm the growing youth with the lessons of history and the truth of history: "People and society that forget history lose their way. Such people and society have no future"[19], they emphasized. It is known that history is not only information and memories about the past. Its great power, educational power, mentoring essence is when it embodies the thoughts and ideas of evaluating the present through studying and researching the past, understanding the present, understanding the people of today and directing them! If we look at history from this point of view, we will have a deeper understanding of its entire scope, its role in the development of humanity and society. The importance of history today is explained by Professor N. Jorayev, Doctor of Political Sciences: "History is the life of our ancestors. it is a science about its style, spiritual and spiritual experiences, events, goals and aspirations". According to Q. Shonazarov, historical concepts are a source of historical consciousness and worldview[20]. Such concepts can include dehkan, kadivar, kashovarz, ramp, property, property, endowment, khiroj, general governor, military governor, uyezd elder, koshbegi, devanbegi. Also, concepts are divided into individual, general and collective concepts in terms of scope. Single concepts reflect the idea of a single thing-phenomenon, behind them there is always a single person, a single object, a single subject. For example, khan, naqib, devanbegi, ataliq, parvanachi, dodkhok, kokaldosh, shaykhulislam, qazikalon, mukhtasib, mirokhur, shigavul, qushchi, bakovulboshi, table-keeper, tugbegi, bookkeeper, mirzaboshi, munshi, mukhrdar, treasurer and others. General concepts include many things and events that are related to the same gender, and they are used in the process of studying all historical periods. For example, political life, economy, state administration, land, area, territory, region, population, money, tax, payment, science, culture, art, literature, architecture, etc. Collective concepts are characterized by the reflection of a certain historical reality, event, object as a whole. Shaybanid dynasty to them. concepts such as the Ashtarkhanid dynasty, the Ghaznavid state, the Karakhanid state, the rule of Tsarist



Russia, and the Bukhara Emirate can be included. Historical memory is created on the basis of historical awareness, and historical reality is codified and re-displayed in a unique way in the mind of a person. There are many complementary definitions of this concept: historical memory is one of the grounds of national pride and pride; historical memory - material and spiritual wealth created by ancestors reappearing in people's minds and daily practical activities, remembering, appreciating [21]; due to the selective nature of historical memory, it can sort them (historical elements), serve to put them into a single system, or information related to art, customs, and ceremonies is collected and stored in a sorted manner in the consciousness historical memory; "Historical memory is the power that connects a person with the material and spiritual wealth created by the entire human race, that gives spiritual nourishment to his consciousness and daily practical activities." In the books of the First President of the Republic of Uzbekistan, Islam Karimov, "There is no future without historical memory", the content and essence of this issue has been extensively covered. It is stated in this work, "A person with historical memory is a person with will. I repeat, a strong-willed person" [21]; Thoughts such as "in order to restore his spirituality, to walk with his head held high and not feel inferior to others in the country where he was born and raised, a person definitely needs historical memory" [21] has a special place in the hearts of all of us today. According to the historian and scientist A. Mavrulov, knowing history, its bright and bright days, as well as the periods of darkness and colonialism, separation and losses, protects us from various calamities and encourages us to be vigilant. It is not enough to remember the achievements and bright days and be proud of them. At the moment, it is very important for historical memory not to forget the dark days of our history [22]. The generalized form of historical consciousness and memory is manifested in the form of historical knowledge. According to N. Zorayev, who carried out fundamental research related to the philosophy of history, the understanding of history begins with an interest in the sources of historical knowledge and its study [23]. lim continues his opinion, emphasizing that since it is a prelude to any cognitive process, imagination and thinking, at the same time, there is no doubt that the need for historical knowledge is the existence of interest in the person himself, his origin, the fate and history of humanity [23] 'tate. In conclusion, the skills, curriculum, and teacher qualifications are important for professional educational institutions. To use innovative technologies in the teaching of historical subjects, to develop independent thinking of students, to focus on providing them with opportunities to form historical consciousness and worldview, for this, to update historical textbooks and educational processes, to call students to active experience, and it is necessary to study and analyze the historical material. It is urgent to develop strategies aimed at the importance of history in society and the development of independent thinking of students, which will enable students to analyze historical material, gain a deeper understanding of their reactions to world events, as well as personal thinking and learning. they help to freely participate in the process.



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