

The Role of Modern Technologies in the Organization of History Lessons

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Abstract

This article discusses the role of modern technologies in teaching history. When organizing a lesson in interactive methods, it is necessary to start the development of the student's personality by creating a foundation for himself/herself. The teacher is required to impart new knowledge using innovative pedagogical technologies, to form, develop, strengthen skills, to repeat knowledge, to apply it in practice, and for training on each subject, taking into account the characteristics of the subject, it is necessary to choose the most appropriate innovative pedagogical technology methods.

Keywords: modern technologies, teaching history, interactive methods, student's personality, foundation, new knowledge, pedagogical technologies, strengthen skills, repeat knowledge, and characteristics.

Introduction

Today, great attention is paid to studying the history of our independent Uzbekistan. This allows the growing young generation to study our history in depth. It also provides opportunities to be proud of our history and draw conclusions.

The importance of innovative-pedagogical technologies in the teaching of history is to develop the professional training of future history teachers, to expand their pedagogical thinking, and to form the methodological knowledge and skills necessary for the use of modern pedagogical technologies in teaching science.

As a result of the expansion of the content, goals and tasks of educational activity, its forms and methods are also improving. Currently, a person is turning from an activity into an integrated system, i.e. "technology", which enables the full realization of the intended goals. On this basis, pedagogical technology began to be used in the field of education in the last period. When conducting lessons, it is necessary to pay great attention to the interests, dreams, and opportunities of today's students. For this, first of all, the teacher himself should be able to become a skilled teacher. Only then can you find a way to the hearts of students.

The main findings and results

Today, it is natural that the interest and attention to increase the effectiveness of education by using interactive methods (innovative pedagogical and information technologies) in the educational process is increasing day by day. Classes using modern technologies are aimed at making students search for the acquired knowledge, independently study and analyze it, and even draw their own conclusions.

Today, we can explain the main reason why special attention is paid to the use of pedagogical technologies in the educational process of educational institutions as follows:

First of all, there is a wide range of opportunities to implement personality-developing education in pedagogical technologies.

Secondly, pedagogical technologies provide an opportunity to widely introduce a systematic activity approach to the educational process.

Thirdly, pedagogical technology encourages the teacher to pre-design the technological chain, starting with the goals of the educational process, and ending with the creation of a diagnostic system and control of this process.

Fourthly, since the pedagogical technology is based on the use of new tools and information methods, their use ensures the implementation of the requirements of the "National Personnel Training Program".

The correct introduction of pedagogical technologies in the educational process leads to the teacher acting as the main organizer or consultant in this process. This requires more independence, creativity and willpower from the student.

Trainings conducted on the basis of pedagogical technology satisfy the desire of young people to express their attitudes towards important life achievements and problems, and create an opportunity for them to think and justify their points of view.

In the years of independence, objective study of the history of Uzbekistan, giving a true assessment of the ancient and rich history of the Uzbek people became a priority. In the shadow of independence, which made a sharp turn in the life and destiny of the Uzbek people, science, especially history, which is the basis of national identity and spiritual growth, developed in its own way. In recent years, the science of history, which is an integral part of spirituality, for the first time began to fulfill its legal function - to serve to express the identity of the people. "True history will be only if the sense of historical memory is fully restored, the path traveled by the people with all its successes and victories, losses and victims, joys and sufferings is studied objectively and truthfully". Objectivity, truthfulness, and a fair approach are important in the study, analysis and coverage of historical events.

Educational tools serve to improve the quality of teaching and learning. The use of educational techniques in history lessons increases the effectiveness of the lesson. The technical means of education serve to increase the quality of teaching and learning, to make students study the educational material with interest and master it thoroughly.

According to the history teaching experience, the following educational tools are used in the school:

1. Simple technical devices: Simple sliding devices made of wood or other materials, on which cards and educational pictures are hung: mobile classroom blackboard, double-sided openable blackboard attached to the classroom wall.
2. Audio equipment: a device that emits sound by placing plates, a tape recorder, radio receivers, besides, the use of computer technologies, images recorded on disks is becoming of great importance in increasing the effectiveness of the lesson.

Audio equipment includes radio broadcasts. The teacher arranges for students to broadcast history broadcasts on a special program or a general program on the radio. Nowadays, such broadcasts are often recorded on magnetic tape. Tape recordings are widely used in history classes. Radio and television broadcasts dedicated to educational and extracurricular activities, meeting materials with participants of historical events, heroes of labor, writers and social figures form the basis of these tape recordings. These meetings and conversations are not exactly repeated, the recorded tape can be used for many years and at any time in class and extracurricular activities. Here, too, the technical tool comes in handy for the student.

The third group of educational tools is various demonstration tools and manuals. They consist of epidiascope, slides, slide films and educational films.

There are the following main methods of using educational films in history teaching experience:

- a) The teacher connects his statement by showing the most important and bright shots of the educational film. He interprets the selected frames and makes a corresponding conclusion.
- b) 10-15 minute short educational films will be taught.
- c) A special film lesson is organized.
- d) A movie is watched outside of class.

While positive changes are ongoing in the education system, television broadcasting is used in two ways in history teaching.

Before thinking about the effective organization of history science, it would be appropriate to study the concept of "effective education" by analyzing the opinions of local and foreign researchers.

Effective teaching is an educational process in which the ability of students to learn independently, to perceive and understand the atmosphere of the class, and to acquire the necessary knowledge, by combining different teaching methods of teachers or using them separately is considered.

Also, effective teaching is a broad concept that must be evaluated with its own dimensions. Therefore, effective teaching is a set of various complex processes organized to improve the quality of education.

There are two main characteristics of effective teaching. These are:

- Facilitate students' learning of a variety of facts, skills, values and concepts;
- To develop the ability of teachers to use different teaching strategies, methods and technologies, alone or in combination, rather than a single course in the classroom.

Another way of looking at it is that effective teaching can be described as a key teaching skill needed to increase student achievement. Surrounded by these thoughts, it can be said that an effective teacher knows and loves his profession and field, is knowledgeable, enthusiastic, selfless, organized and enterprising, has the ability to make quick and correct decisions, and is fair, and at the same time defined as someone who can impart knowledge to students and is interested in their peace and future.

“Education” in a broad sense is a general process aimed at constantly conveying to the next generations the experiences of great social importance established by previous generations, and in a narrow sense, it is a social institution, one of the social substructures of society.

And “quality” as a philosophical term is the sum of all important properties of an object or subject. If we combine the essence of the concepts of “education” and “quality”, the quality of education is a process consisting of the combination of the most convenient methods that serve the integrity of its characteristics, the learning and personal development of the learner.

Quality of education is a process of quality tasks of the components of the entire education system, with complex development power (dynamics), which is explained by changes in the activity of educational institutions, that is, changes in their social, economic, technological and political environment. At the same time, the quality of modern education is not one of the results of innovative development, but one of the necessary conditions for its implementation.

The concept of history, which is a field of study, is a scientific field and a process of studying the actions and activities of people over time as a science. However, it is impossible to study and reveal everything that happened in the historical process. Because, according to the positivist view of history, any claim that can be accepted as historical information must be based on evidence, especially written evidence. Therefore, history can be defined as written information about past events and evidence. J. Slater expresses this idea as follows: “.....in essence, history is a way of studying the past and confirming our knowledge and opinions at the same time”.

History, the western alternative to the concept of history, comes from ancient Greek and means “search” or investigation of truth. As a discipline, history studies human history through its unique methodology. Historical methodology, identifying a research area, problem or topic, developing hypotheses related to this topic or problem, gathering information from evidence and sources, analyzing and criticizing this information, reviewing other research on the topic and understanding of the topic as well as uncovering research that is interpreted in a logical framework. Based on this, the role of the historian is defined as studying the past in the process of his independent scientific development, creating clear, realistic and complete concepts or images of the subject, and thinking about all these stages.

In the organization of traditional history lessons, the process of transferring information to students is usually done by reading textbooks or other ready-made secondary sources. This process only creates the ability of the learner to remember and accept ready-made information as information. In non-traditional interactive, effective history classes, emphasis is placed on using the above-mentioned skills and history teaching methods to achieve reliable descriptions and explanations of the past. Because pedagogical and historical research methods used in history classes and historical research can provide students with various useful facilities in understanding the past. The process of studying sources and identifying written evidence,

identifying the personal opinions of the person(s) who prepared the source or given evidence, and learning the true meaning of the opinions expressed in written or other sources are other aspects of history teaching. This means teaching how to learn historical truth.

Effective history teaching requires providing students with sources and evidence along with ready-made historical inferences. From the pedagogical point of view, it is very effective for the student to create historical knowledge and imagination by analyzing certain historical sources (whether written or oral). Indeed, in history lessons, it is useful to use methods that ensure the student's independent thinking, rather than methods that stimulate the learner's memory.

Understanding historical knowledge and understanding the past requires studying and examining evidence. But the elements that make up history are not only about them, but also the events of the past, the complex of experiences that are known today. Some researchers argue that history teaching practices using historical thinking processes make a significant contribution to the understanding of many historical issues and topics.

Today's state of modern education requires revision and clarification of the concept of education, entering into the process of analysis of categories and principles of person-oriented pedagogy. The new model of pedagogical consciousness gradually abandons the practice of direct influence of the teacher on the learner and allows to more effectively organize the structure of the entire pedagogical space to ensure the opportunities of the learner's own development. Thus, each teacher strives to make his lessons interesting and meaningful, which increases the interest of learners in the subject. In particular, in history lessons, special attention is paid not to assimilation of facts, but to the development of the values of different periods, to put yourself in the place of a person of the past, to understand his thoughts and actions. All this can be done with the help of historical empathy.

The use of examples of fiction in history lessons also helps to clarify the historical truth and create vivid images of the past. In addition, it is effective to use various displays in the narration of historical events. For example, visual representations of objects of material culture, technical (audio-visual) means of teaching are among them. All this allows students to imagine the atmosphere of the historical period, to experience the feeling of being in the historical events of the past.

Another way in which historical empathy is formed is personality. In the heart of the learner, the imagination about the destinies, actions, life conditions, activities of the historical person allows to understand the state and activity of the individual as a normal phenomenon in social life.

The unique task of a history teacher is to teach historical concepts and ensure their transfer to the future. In order to ensure the effectiveness of history teaching, a history teacher must have a certain level of knowledge and some teaching skills, transformation to understand and explain historical events, facts, people, processes and identity. , interpretation, evaluation, analysis and synthesis skills and abilities are required.

The past and historical memory have been in the center of attention in all periods of human history. As a result of this attention, answers many questions related to historical events, persons and processes were sought through scientific research and research. This process was the basis for the emergence of historiography when people began to write down what happened in the past.

In the process of teaching history, preparing materials based on their interrelationship with other social sciences, for example, using information from geography, civics, religious culture and ethics, will not only help students better learn the topics, but also improve the perception of social realities in general. History teaching is a process in which it is necessary to provide knowledge to students through historical material, to educate them in the spirit of national independence, and to fulfill the tasks of their development, mental (internal) and educational actions (external) of teachers and students.) process is understood.

Active methods of critical thinking. A service to develop critical thinking

The methods used were developed within the framework of the project “Reading and Writing for Critical Thinking” implemented by the “For Democratic Education” consortium. The following principles are used in the development of active methods of critical thinking: What is critical thinking? Thinking is a process similar to reading, writing, speaking, and listening. It is an active, co-ordinating process that includes ideas about a reality. Thinking is not a skill that can be developed out of context.

One of the most important elements we use to bring our past to the present is the historical environment. A historical environment has many elements such as buildings, roads, castles, historical events and open spaces with historical objects. In addition, memoirs, letters, maps, newspapers, plans, postcards, stamps, coins, paintings, books and historical objects are elements that contribute to the teaching of history.

At the same time, the quality of modern education is not one of the results of innovative development, but one of the necessary conditions for its implementation. The concept of history, which is a field of study, is a scientific field and a process of studying the actions and activities of people over time as a science. However, it is impossible to study and reveal everything that happened in the historical process. Because, according to the positivist view of history, any claim that can be accepted as historical information must be based on evidence, especially written evidence. Therefore, history can be defined as written information about past events and evidence.

As part of the creation of a new history textbook, a new concept and historical and cultural standard were developed and adopted, expressing the basis of our national identity, cultural and historical code. After a wide professional and public discussion, numerous discussions and disputes regarding controversial events in history, work began on the preparation of a “new line of textbooks” on national history, taking into account various positions and assessments, aimed at fostering national pride and patriotism among young people, from school to higher education. The search for a new content and methodology for teaching history involves a transition to modern teaching technologies, in which the logic of history as an academic discipline corresponds to the logic of historical science, the logic of the development of scientific knowledge in general. This should fully comply with the goals of higher education, aimed not only at mastering the student's knowledge, skills and abilities, but also at the ability to freely navigate in the world around him/her. It is equally important today in the study of history to determine the priority of universal human spiritual values created over the millennia of world history, which should be organically combined with national values, contribute to the formation of independent thinking, the expansion of the horizons of students, the manifestation of tolerance and mutual understanding in the conditions of the modern information society. The competence-based approach to assessing learning outcomes also implies a new system of assessment tools for acquired knowledge. As practice has shown, intermediate and final testing of students has a number of disadvantages associated with the imperfection of a single bank of tests (exam in the discipline “History”), the optional

development of a certain amount of didactic units, the likelihood of obtaining good results with poor knowledge of the subject. Modular testing makes it difficult to check real knowledge, written and oral culture of students' speech, promotes random guessing of answers, showing facts, but not their explanation and logic in terms of cause-and-effect relationships. Indeed, traditional methods of teaching and controlling students' knowledge do not lose their relevance, at the same time, along with traditional methods, innovative methods are widely introduced into the educational process - focused on the implementation of the personality-developing paradigm of education and the use of the student's intellectual and creative potential. As such, there are active and interactive learning models based on the use of information computer technologies (ICT). The share of interactive classes is determined by the peculiarity of the contingent of students and the content of specific disciplines and should be at least 20% of classroom lessons.

In modern pedagogy of higher education, a certain amount of knowledge has been accumulated in the field of methods and techniques for using multimedia technologies in the learning process, which make it possible to turn a presentation from an auxiliary into a completely self-sufficient form of independent work of students, both individually and collectively.

The thoughtful use of multimedia tools contributes to the expansion of the historical space, and the combination of words and images condenses the process of perception, which makes it possible to effectively and efficiently conduct discussions on a given topic. In addition, a good opportunity is created for the development of independent, creative thinking of students.

In the course of the educational process, such forms as problematic lectures and seminars are also widely used, which, with the right and skillful organization and prepared audience give a good result. However, experience shows that when conducting problem lectures and seminars, discussions, predictable difficulties arise, since not all students are ready to perceive a lecture with a high level of theoretical generalizations. The conflict nature of the material also limits the circle of participant's discussions, their ability to state and defend their position with the help of argumentation. This is especially true for students of technical specialties, who sometimes demonstrate a weak level of historical knowledge and general humanitarian training. A skillful combination of traditional and interactive methods allows not only to successfully organize the student's learning and independent work, develop his/her communication skills, but also contributes to the understanding of modern historical discourse, the role of the subjects of the historical process and the socio-political situation as a whole.

History lessons can be made more accurate and effective through the effective use of historical environments and objects in history lessons. One of the ways to bring history to the present in history lessons and make these lessons more understandable and interesting is to prepare materials for the lesson content and use appropriate educational technologies.

It is very important and useful to use historical materials and sources (historical documents, historical objects, pictures, maps) in the course of the lesson. In addition, the use of information and communication technologies and the Internet in history lessons not only contributes to the intellectual development of students, but also increases their historical thinking and learning levels.

Pedagogical technology is based on a technological approach. A technological approach means a set of methods and methods used in production processes to obtain a finished

product (similar to production technology), and a set of methods and methods that guarantee the expected results in achieving the set goals. If we understand the way of knowing the method, the way of research or the acquisition of a certain field of practice and theoretical knowledge in an activity as a complex of actions and methods, the educational method of pedagogical technology, in a certain sense, the educational processes, means a set of tools, forms and methods.

In the lessons, it is necessary to pay special attention to the fact that the process of liberating the diversity of opinions is a component of the democratic way of life, and at the same time, the true essence of freedom is defined by its spiritual boundaries. In this area, it is necessary to completely abandon the use of old-fashioned principles of propaganda and propaganda, the use of shallow ideas and outlandish examples.

Innovative pedagogical technologies - by increasing the mutual activity of students in the educational process, serve to activate the acquisition of knowledge and develop personal qualities of students. The use of innovative pedagogical technology methods helps to increase the effectiveness of the lesson. At the same time, it consists of assigning tasks to work as a large group, class team, doing written work and other methods, which are of special importance in increasing the effectiveness of educational work. The method below is used in all subjects.

Conclusion

In conclusion, the teacher can guarantee quality and efficiency only if he/she is ready for innovative activities, brings the latest innovations to the lesson, makes it interesting for the student and organizes it according to his needs. In such conditions, the teacher should have highly developed thinking skills, ability to observe problems, and be able to solve problems in time. When organizing a lesson in interactive methods, it is necessary to start the development of the student's personality by creating a foundation for himself/herself. The teacher is required to impart new knowledge using innovative pedagogical technologies, to form, develop, strengthen skills, to repeat knowledge, to apply it in practice, and for training on each subject, taking into account the characteristics of the subject, it is necessary to choose the most appropriate innovative pedagogical technology methods. The use of correctly selected methods will ensure that the meeting will be interesting and effective.

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