

The Role of Pedagogical Methods in Improving Students' Science Competences in History Teaching

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Annotation: This article describes the types of teaching methods and several factors that determine the choice of methods used in teaching history in the learning process. Comprehensive information is provided on the essence and methods of application of each method. In addition, the examples reveal methods that can be used to develop students' competencies in history during the lesson.

Keywords: education, method, story, monologue, dialogue, illustration, contour map, layout, visual aids, graphic, classification, method, event, didactic, reproductive, chronology.



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"Method" means "method of research" or "method of knowing"¹. [1] The methods used in the teaching process are divided into the category of theoretical and practical methods in terms of content. Types of activities that require practical processes, such as excursions, practical work, laboratory training, are the methods of practical activity of education. Various methods used in the organization of lessons in the educational process are theoretical methods. In order to develop students' creativity in history classes, it is desirable to choose the right methods of organizing debates, discussions and, most effectively, debates in the classroom².

Didactic studies show that the naming and classification of educational methods are characterized by the fact that they are very diverse depending on the chosen approach to their development, and educational methods are classified as follows:

1. Traditional educational methods: oral, visual, practical, working with books and video methods.
2. Educational methods according to the description of students' cognitive activity: Information-receptive, reproductive, problem statement, heuristic (partial search), research.
3. Educational methods according to the main didactic goals:

¹ Концепция национальной школы Беларуси (проект). НИО, 1993. «Всемирная история. История Беларуси» (Приказ Министерства образования Республики Беларусь от Минск: НИО, репозиторий ГГУ имени Ф.Скорины 2009. □ 29.05.2009 г. № 675

² Toxirion A.Sh. Issues of increasing students' activity: experience, research. Modern education, 2015.-7 p

- a) acquisition of new knowledge;
 - b) formation of skills and qualifications;
 - c) applying knowledge in practice.
4. Educational methods according to the holistic approach:
- a) methods of strengthening and control of knowledge, skills and qualifications; b) methods of organizing and implementing educational activities;
 - b) methods of motivating and stimulating educational activities;
 - c) methods of control and self-control of educational activities;
5. Interactive methods and graphic organizers.
- a) methods of encouraging students to learn;
 - b) methods of understanding new material;
 - c) methods that allow thinking about what has been learned.

There are several requirements for educational methods in teaching history. Their main requirements are³:

1. Didactic-materialistic way of thinking methods, should lead to the formation of voluntary qualities of morality and behavior based on national ideology and national values.
2. The educational method should be clearly and clearly based on scientific evidence.
3. The systematicity of educational methods determines their level of effectiveness.
4. Another requirement that is inevitably placed on educational methods is their comprehensibility.
5. To teach the student to know through the senses and to use instructional tools as much as possible in the learning process.
6. One of the requirements for educational methods is that knowledge is reasonable and thorough.

The knowledge given based on the methods is reflected in the educational results. The methodology of teaching history analyzes the results of observation or learning during the educational process and determines the factors affecting the result of education. The methods of determining the educational result may change according to the types of lessons organized by subject, chapter, and quarter.

There are two main types of teaching methods, they can be differentiated according to the method of non-participation or participation of students, non-participation method can mainly use types that can be used as a lecture method.

A teacher is a lesson artist because learning itself is an art that requires someone to create multiple methods or techniques to be used for learning. Being able to fully reveal the topic during the lesson and choose an effective teaching method is also a process related to pedagogical competence. In the teaching process, there are several factors that determine the choice of methods used in teaching history:

³ Barakaeva Sh.S. "Effectiveness of educational methods and rools in class" Scientific progress Volume 3 | issue 4
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- According to the specific nature of students - students are usually divided into types such as slow learner, normal learner and fast learner. If there are more slow learners than fast learners in the class, the teacher will have to use an easier way of explaining the lesson. The number of students in the class is also important in this process. For example, if there are about 30 students in a class, a teacher can easily manage that class, but managing a large class of about 45-50 students can be complicated.
- According to the availability of training manuals- The teacher is provided with training manuals, textbooks and teaching material that can be used in the lesson for the students, it is important for the teachers to organize the lessons is a factor influencing the choice of method. In fact, it is necessary for the students of the class to have such educational tools and to complete their assignments on the given topic. The teacher is forced to use a method that allows students to understand the lesson in time and learn to create the presented object and be a helper for all students.
- According to the ability and preference of the teacher- If the teacher is qualified in the subject he is teaching the class, it will be easier for him to choose the best way to teach the subject. Cultural aspect of society. For example, if a particular community has a specific behavior in vocational education, it is actually class-specific and easily understood by all students in a particular class. sets the method. This method is used in the teaching of object recognition history. For example, teachers always look for an exam format and teach students in a way that they can answer the exam they expect⁴.

Theoretical teaching methods in teaching history can be divided into two: teacher-centered or student-centered educational methods.

The teacher is the main hero in teacher-centered educational methods, which include methods such as exposure method, demonstration method, and storytelling;

Lecture is an effective and formal method of teaching as a type of oral method. Exposures usually last 40 minutes or longer and leave no opportunity for student participation. Advantages of the lecture method in history classes:

- Information, explanations and facts are presented rationally.
- Easy to plan in terms of content and timing
- Emotionally powerful opportunities can be used

Demonstration methods are also of special importance in ensuring the quality and efficiency of education. Although the image (illustration) method is closely related to the demonstration method, it is studied separately in didactics. Illustration requires the representation of things, events and processes with the help of their symbolic representations - drawings, pictures, photographs, flat models, etc.

The demonstration method is useful in revealing the dynamics of the studied object, and at the same time, it is widely used to provide complete information about the external appearance and internal structure of the object. When presenting natural objects, attention is usually paid to its external appearance (shape, size, quantity, color, parts, their mutual relations), and then to the study of its internal structure or special features. Demonstration is often observed using a subject or a drawing of the object being studied.

The method of telling a story, this method is used as the main method of history teachers, as a method suitable for any audience. The teacher can narrate an incident related to a topic as an

⁴ Чариев Т. Эффективные методы обучения истории Рубрика: Педагогика Опубликовано в Молодой учёный №15 (149) 2017 № 15 (149). — URL: <https://moluch.ru/archive/149/42002/> С. 654-656.

additional source or the main topic. Various historical-literary sources are the basis of the narrative method - the works whose authors were witnesses or participants of the described events can have a lot of information. In fact, these sources contribute to the knowledge of the past, but their use should be partial and pre-selected. The use of fiction helps to restore the ideas of everyday life that are relevant in the era of writing literature and social relations. By briefly retelling a work of art and identifying details, students engage, reinforce, and discuss the topic. Especially, organizing lessons for 5-6 graders using this method will increase students' interest in science. For example, the stories "Tomaris" and "Spitamen".

Demonstration method. (Presentation) - this lesson is based on a well-designed presentation (slides) plan to achieve the goal. It is a detailed and systematic action plan. This strategy helps students to assimilate information well. This method is implemented with audio-visual, audio-visual and kinesthetic means.

In learner-centered methods, the teacher directly directs the lesson process as a facilitator, and students are active in the lesson, and lesson development is based on their mastery, understanding, and other behaviors.

Debates teach students to think critically, explore issues, and convince others that they are right. In this case, the requirement for the teacher is mainly to organize and ensure that the topic of the debate will be in the form of a clear, affirming completed opinion. For example, in history classes, debates can be held on the following topics:

1. The Franco-Prussian war was a prerequisite for the creation of a single German state.
2. Abdullah Khan II's policy of centralization caused the crisis of the Shaibani state.
3. Anglo-Russian rivalry was the main reason for Tsarist Russia's conquest of Central Asia.
4. Islam in the 18th century. It was necessary to separate religion from the state.
5. The development of cotton farming in Turkestan brought agriculture to a crisis.
6. Great geographical discoveries were the main cause of colonial wars.

In order to conduct a debate in history classes, the students and the teacher must have special training and the topic of the debate must be announced in advance⁵».

Question and answer method - Used to reinforce the topic learned from the students. In addition, it is a universal method that can be used by the class students individually or in groups to check that they have remembered the information. The main rule of this technique is to choose the right information, sequence it, create the right questions, and ask questions appropriate to the level of history learning. There are many types of question-and-answer method: "Brainstorming", "Blitz questions" and others.

Discussion method - This method is used by the teacher based on the characteristics of the students and the essence of the topic. In this case, the educational goals, i.e. the purpose of the lesson, should be clearly defined. In the discussion method, the topic of discussion is brought up by the teacher. In this case, each student can express his opinion, or students defend a certain idea in a team. In addition, practical methods are important in the organization of history lessons and in the development of students' historical imagination.

Practical method - requires the application of acquired knowledge in a process aimed at finding solutions to practical problems. In this, the ability to apply theoretical knowledge in practice is formed. Practical work is carried out in the classroom or in natural settings - excursions, work in archaeological excavations, archival research, etc. The actions taken during their implementation

⁵ Toxirion A.Sh. Issues of increasing students' activity: experience, research. Modern education, 2015.-7 p

are controlled by the teacher and, in necessary cases, the instruction or special instruction is brought to the attention of the students.

Excursion is a group visit to places of interest (cultural-educational centers, historical objects, museums) for the purpose of enriching knowledge, creating practical experience, or for cultural and educational purposes.

Trips to archeological excavations - in fact, archeological excavations are carried out on the basis of a special permit, researching archaeological monuments in accordance with the method (stratigraphic method) that allows for the complete study of monuments and cultural layers. Archaeological excavation is the final stage of various archaeological investigations, in which the tested monument is thoroughly excavated from head to toe, and complete historical conclusions are drawn. Organizing practical trips with students to such archaeological monuments or holding certain topics as an open lesson in such objects will cause students to fully understand the topic and increase their interest in history.

Special guest method. A visitor is a person who is not local to a certain place, who visits a certain area with a person with a certain purpose, who is exposed to a new, unfamiliar historical reality. This method is one of the effective methods in teaching history. A meeting with a guest is organized for the reason of a certain event or event, process. Students prepare for this topic in advance. For example, it is appropriate to invite war veterans or archaeologists, anthropologists to May 9 "Remembrance Day".

The didactic value of the demonstration method is great, and it allows to create a better imagination mainly through seeing. The student is told about the historical reality through the method of oral presentation, in which the historical imagination of the students can be abstract. However, the presentation of the real scene through the visual method helps to enrich the students' imagination and understanding. There are following types of instructional method:

- The method of illustration is drawing attention to (all components other than text) maps, pictures, drawings, tables, schemes, diagrams, notes on the board.
- Demonstration (demonstration) method is to show various images using cinematography, IT and other video images.
- Weapons with natural instructions - things themselves, objects, puppets, people.
- In the course of the lesson from works of fine art, the teacher will help to provide the following information:
 - In describing and illuminating the historical reality and the places where the event took place;
 - In imagination through the paces of historical figures, statesmen, representatives of the field of science, culture and art;
 - In highlighting the people's condition and lifestyle;
 - Medieval miniatures even provide rich scientific evidence about the capture of the castle, the battle processes, the clothing and weapons of the soldiers, and the hunting scenes.
- Display of work tools made of paper or straw, model, dummy, etc.

Methodical manual on visual arts "The History of the Motherland in Pictures" (Compiler H. Sodikov, artist A. Mahkamov) is intended for teaching history by telling stories in classes. Because, judging by the psychological characteristics of young people, before getting to know the book, they start by looking at the pictures. The miniatures created in Eastern manuscripts serve as the main source for the study of that period. For example, in the miniature of Sharafuddin Ali Yazdi's "Zafarnoma", which depicts Amir Temur's campaign against Tokhtamish Khan, the image

of the battle, the scene of the battle, the dark clouds in the sky, and the soldiers' clothes are depicted.

Demonstrativeness means, first of all, the demonstrative methods of teaching and learning of historical knowledge. The teacher is the source of the topic statement and should show it, his reliance on clear ready-made images in the students, the use of instructional tools during the presentation of the educational material, and the students' knowledge by means of instructional tools. It is understood to activate their activity and to study the historical facts, events and events that are being studied by themselves or by seeing their images.

Often used in the process of teaching visual history, the generality of media is understood as educational tools, historical information presented in figurative or symbolic form for visual perception by students. Under visual means in a broad sense, all things that can be perceived are meant by seeing (pictures on the screen, layouts, pictures, etc.), by hearing (sound recordings), and other senses help to be.

In this regard, it is also important to equip the rooms of history subjects. In modern conditions, the educational process needs to be visually rich, therefore, demonstration materials are an integral part of the history lesson. At first, lessons were visualized only using contour maps. Today, there are many opportunities to make the lesson interesting and diverse, thereby increasing the effectiveness of learning.

Methods of working with study maps - Many historical events and periods cannot be fully studied without study maps. These materials demonstrate:

- how people lived in certain areas;
- where different peoples lived;
- how the composition of the lands of different countries has changed;
- how spheres of influence are distributed (for example, colony maps);
- how did the wars go?

Visual perception of such topics makes them easier to understand. In addition, the metasubject approach is implemented in many ways with the help of maps (in particular, the connection with geography is provided when students remember the location of the countries of the world - past and present).

Showing films in the classroom is always considered a holiday by children, and since historical events often form the basis of exciting film creations, this should be used to gain the interest of students. As we know, competencies are mainly divided into two types; core competencies and subject-specific competencies. Competencies related to history include:

- 1) Competence to explain the understanding of historical reality in a logical sequence.
 - can distinguish historical periods and years, can explain historical calculations; by studying this period, students know the meaning of historical terms related to the studied period of history;
 - Can provide information about historical figures, can provide information about events that occurred on historical dates
- 2) Competence to work with historical sources and literature.
 - Can create small stories based on historical illustrations, can show historical places on a map.

Teachers are recommended to use the following methods to develop the level of students' competences related to science in history classes. For example, "Assessment" method can be used in order to develop students' competence to explain the historical reality in a logical sequence.

ASSESSMENT technology. This method can be used in the training process or in a part of the training and individually. This method can also be used for homework assignments. In this case, the form of tasks can be in the form of a table. In addition, from the method, students can learn to distinguish historical periods and years, to determine the correct historical calculation, to find the meaning of historical terms related to the studied period of history. In this method, tasks about historical figures can be used.

Several methods are also recommended for developing the competence of working with historical sources and literature. For example, when working on the basis of historical illustrations, it is important that students can create small stories and show historical places on a map. The following map types are recommended⁶:



- showing and describing state borders, battle sites, rebellion sites, etc. on a historical map.;
- describe the geopolitical situation of the country;
- compare the maps of periods 2 and 3, draw conclusions about the nature of territorial and political changes based on the observed changes;
- complete the tasks on the outline card using atlas, wall card or memory;
- find on the map and name the characters included in the legend;
- find an area depicted on a small map on maps that cover a larger area.

The demand of today's education system is to use more educational methods that increase the student's activity, develop his competences related to science and encourage independent learning. Organization of classes using elements that complement each other, dividing all educational methods, accelerates the realization of educational goals.

⁶ Ergashev Sh. 10th grade World history. Textbook. Republic educational centre. T.:2022 (180 p) 98 p.

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