

Important Technologies and Effective Methods for Teaching History and Historical Disciplines

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Annotation. A history teacher or a specialist in the human science, when lecturing or speaking to an audience, wants to have not only a competent, free, structured, delivered speech, but also that the material is entertaining, relevant and accessible to listeners or students. This article will consider the second aspect and its important components. Additionally, it can be noted, that this article being a review, may be useful to teachers or those who are interested in the methodology of teaching history.

Key words: methodology, co-disciplinarity, lecture method, "honeycomb format", modeling method, free association method, "Intellectual warm-up", seminar-discussion, mixed methods.

The methodology of teaching history and historical disciplines began to develop in the last 40 years, however, today, under the positive influence of information technology and the development of technology and the great demand for high-quality training of historians, this concept has even become a separate, special subject at universities and has begun to actively expand every year. Close to the historical science and they can be called co-disciplinarity. It operates within related specialties. In relation to history, these are archeology, art history, source studies, oriental studies, cultural studies, religious studies, historiography, independent sciences that are at the same time part of history and highly specialized - numismatics, diplomacy, epigraphy, heraldry, paleography, metrology and others. Each of the listed sciences has its own characteristics, namely in terms of teaching or when conveying information. For example, the study of archeology requires visual data, since, occupying one of the first places in history, archaeological research often makes it possible to determine the social relationships of peoples in antiquity and the Middle Ages and materials extracted from the bowels of the earth, when properly compared and analyzed, compared with the available written information, gives real information about the social life of society. Thus, vision (video, video-journey, presentations and photos) and real presence on archaeological sites are dominant in the teaching of archeology. Archeology can be hard to understand when there are no excursions, trips. Similar examples can be given to each science and they will all be identical, but having their own distinctive features.

One of the important methods of teaching history, where the explaining person is a teacher or lecturer, can be applied in the following ways:

I. Lecture Method. It is important to mention this well-known method, however, if various methods and techniques are not used in combination with a lecture, then today, this method may immediately lose its power, and the explaining person may seem not experienced enough.

II. Honeycomb Format. This is the so-called important point, similar to work plans. Here it is important to understand that in the teaching of history it is extremely necessary, although it gives a superficial idea, but nevertheless it will open the way for further understanding of the topic or problem. One hexagon is one fragment of the theme, necessarily going in chronological order. The second hexagon is another fragment of the theme, necessarily following the first.

III. Modeling method. The subject can be used as a tool (the construction of a historical region, an object made of planks, cubes, etc.). Graphic (table, drawing, graph, stylized drawing, cluster). With the help of modeling technologies, students: getting motivation for learning activities; develop cognitive independence; systems thinking develops; the peculiarities of the abilities of each child are manifested; and, in addition, the effectiveness of the lesson was obtained. All this makes it possible to achieve high subject and personal results in the educational activities of students. Of course, the modeling method itself and its application do

not guarantee the development of creative thinking, but it can contribute to the development of thinking skills of various levels. Mastering the method, you need to start with organizing a regular discussion in the lesson, which is an important step for the formation of historical thinking itself. With the systematic use of modeling technology, it can be argued that this is an effective way to activate knowledge in the subject, which creates conditions for the formation of a sustainable interest in the material being studied and activates imaginative thinking among students. Modeling of educational situations involves the development of creative activity, it makes it possible to integrate and implement interdisciplinary connections, because the modeling technology can use the content of all academic subjects, information from various fields of science, culture and art.

IV. Free association method - promotes the development of creative activity and logical thinking, improves memorization mechanisms, enriches vocabulary. Accordingly, this method increases interest in the educational process, enhances motivation in learning. The effectiveness of this method largely depends on the emotionality of the teacher; makes the lesson exciting, contributes to a better memorization of the material. As is known, the main enemy of success is monotony speech and tediousness, which give rise to boredom. Thanks to the introduction of active teaching methods into the educational process, a variety of means and techniques, it is possible to develop the cognitive interest of students, the result of which will be an active creative independent cognitive activity.

V. Mixed methods. 1. "Intellectual warm-up" - two or three not too difficult questions for reflection. Its main goal is to set up the listener for work. 2. "Basket of concepts, ideas, names and titles". This is a technique for organizing individual and group work of students at the initial stage of the lesson, when their experience and knowledge are being updated. It allows you to find out everything that students know or think about the topic under discussion. On the board or on the slide, you can put a basket icon, in which everything that all the listeners know together about the topic under study will be conditionally collected. 3. Working on terms and memorizing them. Students are offered for visual perception the name of the topic and the teacher asks to explain the meaning of each word or find it in a special historical dictionary. There are a huge number of terms in numismatics, paleography, heraldry, toponymy, and etc. 4. Work with handouts. It is very necessary and of high quality in terms of working with history. Comparative analyzes, works where you can give your point of view, demonstration speeches, stories on issues of culture, economics, climate, etc. using flowcharts, histograms, maps, and so on, can be important here. Comparative analyzes, works where you can give your point of view, demonstration speeches, stories on issues of culture, economics, climate, etc. using flowcharts, histograms, maps, and so on, can be important here.

VI. Seminar-discussion (group discussion) is formed as a process of dialogue between participants, during which the formation of practical experience of joint participation in the discussion and resolution of theoretical and practical problems takes place. At the discussion seminar, students learn to accurately express their thoughts in reports and speeches, actively defend their point of view, argue with reason, and refute the erroneous position of the interlocutor. In such work, the student gets the opportunity to build his own activity, which determines the high level of his intellectual and personal activity, involvement in the process of educational cognition. A necessary condition for the development of a productive discussion is the personal knowledge that students acquire in previous classes, in the process of independent work. The success of the seminar-discussion largely depends on the ability of the teacher to organize it.

The effective teaching of History is a prime area of concern for most History teacher-educators. This is because most History teachers do not adopt appropriate methods in teaching the subject. Owing to this, most students describe History as a boring and dull subject. History plays an important role in the process of becoming a citizen and developing the critical thinking of an individual as an element of his general culture. A specialist in history must constantly improve his teaching skills, get acquainted with new ways of presenting material, innovative educational technologies. Of course, this process is very complex and requires a great interest of the teacher. It is impossible to say better than the famous French historian Marc Bloch did in his famous book "Apology of History": "Life is too short, knowledge is acquired too long for even the most amazing genius to hope to master the total experience of mankind...".

We sincerely hope that this article will become an incentive for other researchers, and that aspects of this method of teaching history and historical disciplines will be subject to further research and analysis.

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