



Use Of Experience And Practical Methods In History Teaching Methods

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Abstract: Practical methods in the article are an effective method of understanding the relationship between historical sources and people, because they reflect the results of interest to students, and the use of practical methods and its pedagogical aspects shed light on a number of scientific and theoretical data.

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1. Introduction

The world experience is that the sustainable development of the education system, the establishment of quality educational services, the improvement of teaching content on the basis of new trends, advanced approaches ensure the development of society in social, economic and cultural spheres. confirmed that the main factor. This, of course, has led to the development of a well-developed mechanism of the education system, which is a key element of social development in the countries of the world community.

At present, a large-scale work is being carried out in our country to bring up a healthy and harmoniously developed generation, to realize the creative and intellectual potential of young people, to create the necessary conditions and opportunities for the development of comprehensively developed individuals. The professionalism of educators also plays an important role in assessing the quality and effectiveness of education. In particular, in his speech at the solemn ceremony dedicated to the 26th anniversary of the adoption of the Constitution, President Shavkat Mirziyoyev paid special attention to the need to raise the level of teachers and comprehensively develop the education system.

At the same time, it is necessary to raise the professional and moral level of teachers in the higher education system. Indeed, in order to educate the younger generation in accordance with the requirements of the times, of course, the qualifications and skills of teachers must be high. Especially young people today are very progressive. In order to organize the lessons in accordance with their

requirements, at a high level, the teacher must regularly prepare for each lesson. In this regard, it is desirable to gradually improve the professional skills of teachers, along with the introduction of new and modern educational technologies and curricula in the higher education system.

2. Material and Methods

Practical methods are of great importance in the formation of students' scientific outlook, activation of work ability, observation, logical thinking. Practical methods are an effective way to understand the interrelationships between historical sources and people because they have results that interest students. We also describe the practical methods of teaching history in three parts:

- Experiments.
- On-site identification work.
- Socially useful work.

Experiments are an effective method of knowing historical sources because they contain processes that interest students. Experiments play an important role in shaping students' scientific worldview, observation, logical thinking, and speech education. Students need to see that experiences can be a real tool for people to change nature. Experiments are mostly conducted by students independently. The teacher conducts complex experiments with various archeological excavations, which require very careful work.

Before conducting the experiment, students should have a good understanding of the purpose of the experiment and be familiar with the relevant equipment. There should be a detailed plan with the children to conduct the experiment, its progress, and

to record the results in notebooks. The results of the experiments are also published in notebooks and conclusions are drawn.

In the group, the purpose of the hands-on activities on the ground is not only to acquire knowledge, but also to help students acquire certain skills and abilities. Such works include, for example, observation of archeological monuments; work on recording the results of observations and the acquisition of skills in it, the preparation of collections, visual aids; practical work related to the study of the age of the monuments or the excavation properties of the sites. Each practical work of students can be effective only if it is well prepared, well organized, clearly planned, and the content of the assignments is well structured.

Since experience is the leading method of teaching history, we will get acquainted with the preparation and organization of some types of practical work, their specific features and significance. Experience is a practical way of teaching history. Experimental is a method of teaching that creates conditions that help to determine the laws of the phenomenon under study. During the experiments, students develop natural perceptions that cannot be mastered by other methods.

Experiments are an interesting and effective method of learning historical sources. They play an important role in shaping the scientific worldview, observation, logical thinking, and speech development. It is a truly scientific method of knowing the properties of various bodies, confirming that the world is material, that it can be perceived.

Experiments help students closely in transforming abstract concepts into concrete concepts. Simple experiments are performed by students independently in the local context, in the learning area. The teacher demonstrates more complex experiences in class. It is important to remember that the simplest experience in terms of content is valuable not only because it provides knowledge, but also because it helps to understand the observation process and distort its results.

Let's say that students need to learn about the Kangli Fortress - an archeological monument in the experimental field. To explain this phenomenon, the teacher conducts an experiment and explains it. Through this experience, students will learn about the Kangli Fortress Archeological Site.

In order to reinforce the data, it is necessary to distort the data of the experiments demonstrated by the teacher and the students themselves, and in some cases to do both. The teacher conducts experiments that require care when working with the necessary digging tools. Before beginning any experiment, it is necessary to explain to the students the purpose of the

experiment, why the same tools and substances were used in the experiment, and to write a plan of the experiment.

3. Results

Practical methods show that there is a complex interrelationship between speech, demonstration, and practical work, which is organized and directed by the teacher to develop students' thinking. The use of practical methods is associated with the active activity of receptors and effectors of students. Practical methods provide an in-depth understanding of the sources studied and the development of skills and competencies. Student activities are a source of knowledge for the application of practical methods. These methods include oral and written exercises, laboratory work, and extracurricular field experiments. Types of practical methods:

Students do different things with distributed didactic resources;

- Drawing;
- Recognition and identification of archeological sites;
- Observation and recording of events;
- Includes experiments (problem solving through experiments).

Students should answer the question, the problem, the problem with the results before starting the practical work. History lessons are a type of practical method of identification and identification that teaches the characteristics of recognizing scattered historical monuments or parts of them.

Going for a difference in the comparison develops the student's ability to identify. Differentiation and identification work is carried out not only in the classroom, but also in nature excursions, where the teacher finds and collects historical monuments, collects samples, their age, the period depends on the ability of students to master. must choose. Students work on experimental sites to learn how to identify historical monuments.

Practical work plays an important role in the acquisition of knowledge about nature. Practical work is a method of teaching students about different work processes in the course of their activities. Practical activities include collecting natural specimens for students during the excursion, caring for historical monuments on the ground and in nature, creating collections, making models, mock-ups, and visual aids.

Practical work on historical monuments is included in the curriculum and textbooks, and their implementation is mandatory. The effectiveness of practical work depends on the level of readiness of students to perform them. Preparation for practical work usually takes a long time and consists of several

stages:

- Theoretical preparation of students. For example, through stratigraphic research, the experimenter gets acquainted with a set of data about historical monuments in the area before studying them. Theoretical knowledge gained allows students to carefully and memorize the practical work on the field of experience. After the theoretical training, students study historical monuments in periods and take an active part in practical work.

- All students should be involved in the practical work. To do this, children need to be provided with the tools and resources they need to do the work.

- Students' practical work is supervised by a teacher. He should help those who are struggling to do the job in a timely manner. However, this should not limit the activity and independence of students.

- Student work will be reviewed and evaluated, and successful students will be rewarded.

Completion of this work will help the teacher to increase the cognitive activity of students, to clarify and consolidate knowledge. In history lessons, practical work is carried out in a unique way. All experiments and practical work should be carried out together with the entries to be made in the experiment book. It is also recommended to write observations, draw a picture of it, glue objects from plasticine. In doing so, students look closely at the monument or event being depicted, noticing features in them that have not previously been overlooked. Writing conclusions or writing captions under pictures during practical work helps students identify distortions and memorize historical terms.

4. Discussions

Practical lessons are conducted with the help of handouts, which allow students to receive what is being studied with several sensory organs, that is, they not only see the object, but also conduct various experiments on it, test its properties. Historical monuments are used in history lessons as a distribution source. Practical work is carried out in the following order:

- announcement of the purpose of work;
- Instructions from the teacher;
- explanation of the task;
- distribution of resources;
- observation;
- explanation of the results of the work - interview;
- write conclusions in a notebook;
- Representation with pictures.

During practical work, the teacher helps some students when the task seems confusing or difficult. If

necessary, the content of the work should be re-explained to the group. The main difficulty of the practical work is to understand the observed phenomena, to distinguish the most important ones, to be able to express conclusions.

When planning this part of the lesson, it is important to clearly define the knowledge that students will acquire and master in history. Explaining the purpose and importance of the work, the teacher shows the students the correct way to do it and tells them why it should be done differently, not differently. The teacher then invites one or two students to do the work and only allows the whole group to start work when they have done the work correctly.

The second part of the lesson is the students' practical work. During the practical work, the teacher observes students, conducts additional explanations, evaluates the quality of stratigraphic research, emphasizes the best, offers to correct mistakes. The concluding discussion of the lesson concludes: the lesson identifies what new information students have learned, what they have learned to do, and how they have behaved during the research. At the end, the teacher explains the need to identify historical monuments and how such a study is organized.

Thus, the analysis showed that students remember 5-10% of the information when the material is presented orally. Independent reading of textbooks allows you to master 10-15% of the information, visual materials - 20-25% of the information. Practical methods are the most effective method, and 75% of the information is stored in the minds of students. However, the methods of independent study of educational materials by students, independent practice are even more effective, in which 90% of knowledge is acquired and skills are formed. This means that students can learn independently, do research, solve problems independently, and use active methods focused on their practical effects.

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