



PROBLEMS OF USE OF INNOVATIVE APPROACHES IN HISTORY TEACHING IN HIGHER EDUCATION

Boymirzaev Khurshidjon Karimjanovich

Doctor of Philosophy in Pedagogical Sciences, Department of History, Namangan state university, 160107,
Namangan, Uzbekistan

E-mail: boymirzayev88@list.ru

Abstract: The article mentions the problems of using innovative methods of teaching history in higher education institutions that are compatible with the modernization processes. Methodological recommendations on the use of interactive methods of teaching history and the organization of independent work of students are presented.

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Key words: innovation, history, competence, competence-based approach, case study method, research method, modernization, interactive methods.

Introduction:

Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" states that graduates of the school education system should have such qualities as initiative, mobility and constructiveness. In fact, the need for lifelong self-education, the ability to make independent decisions and the need to use the latest technologies in practice is the need of the hour. The process of acquisition of new age skills by students can be successful only on condition of active independent activity of young people, including acquisition of information processing competence and creation of their own information flow [2].

In domestic and foreign scientific circles, the problems of applying new approaches to teaching history at the general education level have repeatedly become the subject of discussions and debates. Modern Russian researchers believe that the search for a new content and methodology of teaching history means the transition to modern teaching technologies, and the cognitive value of historical images created by students in the process of teaching, which is the basis for the formation of historical concepts and images of the past. the broader and richer the content, the more meaningful and stable these concepts are [6, p. 12].

We believe that interesting approaches to teaching history include proposals for "direct use of the concepts, principles, and thinking systems of the natural sciences." It is aimed not at the study of isolated events of the same type, but at the "study of extraordinary, important events and incidents". After all, it is important that the result of studying history is not only solid knowledge, but also the ability to explain past events and establish cause-effect relationships taking into account objective and subjective factors in the development of society, as well as the ability to argue [8].

Studying the literature [7-10] on the problems considered in this article allowed us to come to the following conclusion: until now, many practical problems of introducing innovative methods for teaching history in modern education have been left out of the attention of researchers. During the examination of various historical conflicts, the most important skills for receiving, analyzing and summarizing information from the past are developed, intellectual tension is created that allows students to increase and disseminate the flow of information.

In our opinion, problem-based and playful forms of educational work are promising and provide an opportunity to organize scientific polemics in the group in a free, free manner without the authority and pressure of the teacher. In discussion, creative understanding of historical facts, events, processes, and

events is combined with critical evaluation of information and solving complex problems when considering the past from the perspective of lost historical alternatives. Giving students the same principle to understand the reality of modernity further enhances the prognostic function of historical research in the process of thinking.

For example, in Uzbek history classes in Higher Education, when discussing topics about Genghis Khan's invasion or Amir Temur's state, "Genghis Khan" or "Amir Temur" - a bloody tyrant or a famous politician?" we use the method of stimulating historical character trials. Students receive a lesson plan, a list of literature in advance, determine the position of defense or prosecution. The main questions about the given plan are discussed with the teacher. In our opinion, it is not practical to direct the future discussion in advance, because this form of the lesson includes independent creative work of students, who demonstrate the ability to use historical knowledge and facts, evaluate them, express and support their opinions.

From the method of studying the issue or the method of specific situations, for example, "Amir Temur - the founder of the centralized state" in the subject "History of Uzbekistan" for the history students of higher education institutions, "The crisis of the Timurid kingdom" in the subject "History of Uzbekistan" for the history students of higher education. The significance and consequences of the events of 1916 in Turkestan". and can be used to master the topics of "Uzbekistan's cooperation with the countries of Central Asia" in the subject "Uzbekistan's latest history". The selected method helps to activate the knowledge process based on the analysis of real situations and is aimed at developing the general communicative and intellectual potential of students. First, there will be a group discussion, and then each participant will express his personal position.

The peculiarity of the case-study method is that there is no single right decision, it allows to choose a decision-making algorithm and at the same time get acquainted with the research elements. However, with case studies, as well as the method of simulating historical character tests, if students are thoroughly prepared, they can apply when they not only collect the necessary information, but also have stable communication and independent work skills. Students will find great interest in the discussion in the study of the topic "Plague Rebellion in Tashkent", "The beginning of the national liberation movement in Turkestan and its causes".

These interactive forms of group work, during which "a certain situation in the past is modeled, people - participants of a certain historical period and often a historical drama" come to life and "act" [12],

contribute to the development of students' analytical thinking. formation of the ability to create a system of arguments from the point of view of alternative historical criticisms. By rationally evaluating the events that happened in the past, and looking at the present on this basis, the students gain knowledge based, learn to make decisions, become subjects of social relations.

It should be noted that conducting educational activities in the form of discussions, debates, role-playing games, etc., if students are elementary if it is conducted on subjects with knowledge and the selected subjects are not classified as highly qualified. In addition, the strategy for examining historical issues should involve a gradual transition from a simple statement of evidence to a broader statement of the problem.

Asking a problematic question before each new topic eliminates the contradiction between the actualization of the upcoming presentation, its perception and the knowledge factor required by the audience. With the help of such an organization, the lecture turns into a dialogue that stimulates the cognitive activity of the audience, imitates the research process, and creates its special intellectual tension. At the same time, during the lesson, both the teacher and his students can actively participate in promoting the main issues of the discussion.

Conclusion:

Application of the problem-based method in lectures requires high skills and a lot of training from the teacher. Another way to increase students' interest in history is project activity, which opens the way to a deeper understanding of the historical past and its connections with the present, the possibility of recognizing the specific conditionality of one's own position as the creator of history. Studying history without relying on historical sources leads to a simplified, clear perception of historical reality, turns the cognitive process into getting lost in alien intellectual labyrinths. In this regard, it is important for students to use electronic resources that store historical archives when working on projects [13, p. 91].

Participation in projects allows students to engage in real scientific research, during which they put forward hypotheses, find solutions to posed questions, form their point of view, prove their position, draw conclusions, improve innovative methods of presenting material [11, 13 pages].

In the process of such activity, students develop the ability to objectively evaluate this or that historical situation from rational and moral positions, improve communication skills, and develop the ability to consciously consider and accept the opinions of

other people through emotional involvement in group work.

Thus, the modern approach to teaching and learning history in higher education institutions includes many interactive methods of mastering curricula and didactic tools in the educational process, contributing to the formation of creative, independent thinking of students [14, 258 pages]. The involvement of methods and tools similar to those mentioned in this article is an important factor in training not only highly qualified specialists, but also active citizens of the country, and helps to form and develop the ability of young people to make informed decisions as social subjects.

In the educational standards based on the competence approach and the innovative approach introduced in the educational system, the goals and tasks set for students and teachers can be achieved by using a set of innovative pedagogical technologies, including problem, design, game methods and techniques that stimulate the mental activity of students. Teacher v and communication (interactive) forms (practical exercises, discussions) that help students to understand each other, solve educational problems together, and acquire positive communication skills [14, 258 pages].

In addition, we have important tasks such as developing innovative history, organizational-pedagogical conditions, pedagogical-psychological opportunities, principles and organizational foundations of history science.

Corresponding author:

Boymirzaev Khurshidjon
 Doctor of Philosophy in Pedagogical Sciences,
 Department of History,
 Namangan state university,
 Namangan, (Uzbekistan)
 Email: boymirzayev88@list.ru
 Contact No. +998974339616

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