

OPPORTUNITIES TO TRAIN STUDENTS TO WORK IN IMITATED SITUATIONS IN HISTORY CLASSES

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ABSTRACT

This article discusses innovative situations, their types, methods of working in innovative situations, development of students' historical memory in innovative situations. The activities of teachers in organizing imitation situations are highlighted. Methods and types of imitation of historical reality are also explained. History teachers, researchers, young professionals can use this article.

Keywords: Imitation, situation, game situations, historical reality, educational process, pedagogical cooperation, educational function, learning, repetition, task.

INTRODUCTION

Today, the imitation method is used in the educational systems of many developed countries. The method of imitation means replacing the role of a person with a specific activity. In the encyclopedia of pedagogy, the imitation method is defined as follows (lat. imitatio – imitation) – 1) imitation of something, similarity; 2) in music - to repeat the melody of a polyphonic piece of music sung in one voice exactly or in a different way in another (higher or lower) voice. In pedagogy, imitation is widely used.

Social phenomena in society are understood within the concept of imitation. Imitation contains motifs of repetition. The concept of imitation is processes, actions are repeated. Imitation appears in all spheres of social life. Its basis is likened to natural reality, its repetition is manifested.

Imitation is an activity-based, intended mode of action. In various disciplines, imitation appears as a research method. The functions of various systems and socio-economic objects are shown in it. Especially with the help of a computer, the progress of the process, the parameters representing it, are shown using the simulation method.

MATERIALS AND DISCUSSION

Game technologies are the basis of imitation technologies. In this case, similar processes are created. Such events happen in real life. In the process of education, similar situations are created. By imitating various events, a favorable pedagogical situation is created for conveying to students. With the help of such situations, students get a clear idea of a certain reality. Game technologies are used in the process of working with the imitation model. In the process of imitation, students communicate with each other and with the teacher. Accordingly, imitation technologies are divided into game-based and non-game-based imitation technologies. We first consider a non-game-based type of simulation techniques and methods below. Such technologies help students to perceive specific situations.

The concept of the situation is multifaceted, and its description is explained in connection with the process of use. The situation refers to the internal attitude of the subject in relation to external conditions. Situations motivate both the teacher and the students to be active. In short, a situation is a set of interrelated facts. A situation includes certain events and events and means an active attitude towards it. Situations require teachers and students to come up with certain solutions.

The method of analyzing specific situations involves making certain decisions about this situation. Problems waiting for their solution arise in certain situations in connection with space, time and concrete circumstances. The analysis of specific situations implies a deep, detailed analysis of specific, naturally or artificially created situations. An attempt is made to identify specific aspects of the situation. This method develops students' analytical thinking. As a result, they acquire the experience of a systematic approach to problem solving. Students will be able to distinguish between correct and incorrect solutions. Such an approach serves to form students' ability to find optimal solutions. As a result, students learn to establish relationships related to work and professional activities, to make decisions as a team, and to resolve conflicts.

There are four types of situations according to their educational function:

- A difficult situation. In such situations, students look for the root cause of the problem. They try to find problems and solutions.
- Assessment situations. In such situations, students evaluate the decisions made.
- Illustrative situations. In these situations, students receive specific examples based on problems solved within the course. They try to show it.
- Practice situations. In this, students are engaged in exercises for performing uncomplicated tasks. In addition, they use the method of simulating and equating educational situations.

According to the nature and purpose of the narration, the situations are divided into the following types: historical, live, incident - reality-based, controversial, instructive situations. The teacher relies on a number of factors in choosing certain situations. It depends on the nature of the subject being studied. Situations are selected and imitated in connection with the age characteristics and interests of students, the connection of educational materials with illustrations, the equipment of the educational process with technical tools, the personal approach and work experience of the teacher. At the same time, it is impossible to put a strict limit on which situation the teacher can choose and imitate. The teacher can choose and imitate situations based on his creative abilities and creative thinking. As a result of the selection and analysis of various situations, the teacher will have the opportunity to use the most productive of them.

Learning situations serve to provide variety of practical tasks. One of the most effective approaches is the contextual approach, in which the teacher selects tasks based on the situation that arises in the lesson. This approach to the organization of history lessons allows students to objectively perceive events. It serves to ensure the connection between the reality of the past and the present.

As a result of organization of history lessons based on an improvisational situational approach, students will have the opportunity to objectively perceive historical information, knowledge and concepts. As a result, students develop historical thinking, memory and activity. They are

proactive in completing tasks. Through imitated learning situations, concrete historical processes and interactions between historical figures are embodied in front of students. Pupils get a clear idea of the studied historical reality, and they begin to show activity in completing educational tasks.

CONCLUSION

Organization of history lessons based on the imitated situational approach requires special professional skills from the teacher. The organization of learning situations that incorporate several situations is a complex pedagogical process. A history teacher should always try to animate situations that correspond to reality. This is one of the most difficult tasks for a teacher. Such learning situations should be distinguished by:

- The situation scenario should be a clear, truthful expression of reality;
- The imitated historical reality covers five or six situations. Attention is paid to the fact that students can understand and interpret the terms used;
- The imitated educational situation should not have a simple, superficial character, should be able to accurately represent reality, and the studied problems should be within the framework of 2-3 interrelated topics;
- It is known that historical processes are always interrelated. Attention is drawn to the fact that these events cover historical and social events and serve to develop students' historical thinking.

If several interrelated imitated learning situations are organized in history lessons, it is recommended that the teacher familiarizes students with the methods of analyzing all learning situations before entering the first learning situation. A relatively complex educational situation should be selected as an example of the analysis of educational situations. It is of particular importance that students acquire the skill of independent analysis of educational situations without the participation of the teacher. In this sense, simulation training serves to develop special skills and historical thinking. In this process, students gain experience working in a variety of simulated situations. These experiences serve to develop students' historical thinking and memory in all classrooms and extracurricular pedagogical processes. In this process, the task of the history teacher is to teach students how to find solutions to problematic situations.

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