

## HISTORY TEACHING IN SCHOOLS OF UZBEKISTAN: PROBLEMS AND ACHIEVEMENTS

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### ANNOTATION

This article provides information on the subject of history, and emphasizes the teaching process of this subject in secondary schools. In addition, modern methods of studying history are also covered today.

**Keywords:** history, spirituality, "History of School Assembly", traditional history, modern education, effective method, shortcomings in history teaching, "historical thinking skills", pedagogical principles.

### INTRODUCTION

"A person definitely needs historical memory in order to restore his spirituality, not to feel inferior to others in his native land, to walk with his head held high... No matter who he is, every member of the society If a person knows his past well, such a person cannot be led astray or influenced by various beliefs. The lessons of history teach a person to be alert and strengthen his will. For a person, separation from his history is separation from life. This idea is based on the understanding of the identity of our people. Without knowing the Haqqani history, it is impossible to understand the identity".

**(First President of the Republic of Uzbekistan Islam Karimov)**

History provides information about the way of life followed by people from the earliest times until now, how they built today's life. Because it is necessary for every person to know and understand his history like water and air. That is why it is necessary to instill this in the minds of young people through history textbooks from school days. As stated in the work of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, "Together we will build a free and prosperous, democratic country of Uzbekistan", in an impartial coverage of the history of Uzbekistan, "We believe that it is one of the important conditions for the implementation of important tasks".

If we look at Moziy, after the independence of Uzbekistan, the science of history was freed from the former ideology. The important economic processes taking place in the life of the society made it possible for the science of history to create the true history of the Uzbek people, to strengthen its place in the development and world community. This, in turn, requires more knowledge and skill from the pedagogical staff in schools, because historical knowledge should be firmly taught from school days. The head of our state, Shavkat Mirziyoyev, said in one of his speeches, "Everyone glorifies their history. But there is no rich history like our country, no great scholars like our grandfathers anywhere. We must study this heritage in depth and be able to convey it to our people and the world", he said.

Let's first dwell a little on the term "teaching history". History teaching is a process in which it is necessary to provide students with knowledge through historical material, to educate them in the spirit of national independence, and to fulfill the tasks of their development, mental (internal) and educational actions (external) of teachers and students. ) process is understood. Especially in historical scientific works created in different periods, different approaches and opinions of authors to research issues, different conclusions, their deep scientific analysis and drawing the most correct conclusions based on historicity, scientificity and objectivity are among the important tasks facing today's historians. Today, students studying in the field of history should understand the methods of mastering such as the use of historical works, their analysis, the methods of historical research to know the effectiveness of their use, and the ways to achieve scientific-historical truth. By the 19th century, the science of history appeared as one of the main directions of compulsory and modern educational institutions.

Jaspers did not mention the following points for nothing. "History is directly related to us ... and everything that interests us is thus a problem of the present for man".

Also in England, the project "History of the School Assembly" was implemented, and this project played a particularly important role in imparting practical skills and competences in the history lesson among students. Through this project, it has been proven that history teaching should be based on research, inquiry, evaluation of evidence and drawing conclusions through evaluated evidence. In schools, learning about the past by having students conduct inquiry-based research and evaluate evidence like detectives has been found to be effective. Thus, it was achieved that students acquire basic skills such as scientific thinking and determining the scientific basis of the information given to them, as well as studying the past. As a result, it brought "historical thinking skills" to the agenda. By the 2000s, historical thinking skills have become increasingly important as one of the most effective, effective, and creative ways to learn history. Since the 19th century, there have been significant changes in the content and goals of history lessons that began to enter formal educational institutions. Methodist A.I. Strajev says, "The organization, methods and tools of history teaching serve to implement certain educational tasks of the science of history". However, he also makes the main methods of teaching consist of the method of studying the historical process itself, leaving uncertainty in the matter. It is sometimes recommended to classify teaching methods according to the level of students' cognitive activity and activity. However, there are a number of problems and shortcomings in studying and teaching history today. As a main example of this, we can cite the contradiction in writing historical periods and historical events. Currently, there are confusions about historical periods and historical events in school textbooks and educational manuals of higher educational institutions. Also, in the coverage of historical events, the information about the life of the rulers and their invasion campaigns is too much. True rulers, their marches are important, but the reader who reads this will get used to seeing history only one-sidedly. That is, it is natural to think that there were only wars, quarrels, invasions in history. As a result of paying more attention to the life of rulers, the life of ordinary people is not covered. If the issues of social life and ordinary people's life are emphasized in history textbooks, it will be more understandable to the student. It is worth noting that in the teaching of history in schools, students should be encouraged to draw conclusions from past mistakes and build the future correctly, not the biographies of rulers. In the organization of traditional history lessons, the

process of transferring information to students is usually done by reading textbooks or other ready-made secondary sources. This process only creates the ability of the learner to remember and accept ready-made information as information. Non-traditional interactive, effective history lessons emphasize the use of the above-mentioned skills and history teaching methods to achieve reliable descriptions and explanations of the past. Because pedagogical and historical research methods used in history classes and historical research can provide students with various useful facilities in understanding the past.

The process of studying sources and identifying written evidence, identifying the personal opinions of the person(s) who prepared the source or given evidence, and learning the true meaning of the opinions expressed in written or other sources are other aspects of history teaching. This means teaching how to learn historical truth. That is why the demand for using effective teaching methods is increasing day by day. Today's state of modern education requires a revision and clarification of the concept of education, an introduction to the process of analyzing the categories and principles of person-oriented pedagogy. The new model of pedagogical consciousness gradually abandons the practice of direct influence of the teacher on the learner and allows to more effectively organize the structure of the entire pedagogical space to ensure the opportunities of the learner's own development. Thus, every teacher strives to make his lessons interesting and meaningful, which increases the interest of learners in the subject. In particular, in history lessons, special attention is paid not to assimilation of facts, but to the development of the values of different periods, to put yourself in the place of a person of the past, to understand his thoughts and actions. All this can be done with the help of historical empathy. Effective teaching is an educational process in which the ability of students to learn independently, to perceive and understand the atmosphere of the class, and to acquire the necessary knowledge, by combining different teaching methods of teachers or using them separately is considered.

Also, effective teaching is a broad concept that must be evaluated with its own dimensions. Therefore, effective teaching is a set of various complex processes organized to improve the quality of education. There are two main characteristics of effective teaching.

These are as follows:

- A) Facilitate students' learning of various facts, skills, values and concepts;
- B) Formation of teachers' ability to use different teaching strategies, methods and technologies in the classroom, not only in a single course, but in combination;

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