

ON THE IMPORTANCE OF TEACHING HISTORY TO STUDENTS

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ABSTRACT

In this article, the main principle in the teaching of history is the declaration of Uzbekistan as an independent state is a key factor in determining not only the day but also the future. Uzbekistan The path of independence of the Republic is based on the historical traditions and spiritual heritage of our ancestors is selected based on. After all, the path to independence is the history of the peoples of Uzbekistan it is a way of reviving traditions and spiritual riches, enriching them with new content. This is itand the teaching of history on a national basis, the diligence, friendship of our people, traditions such as hospitality, enlightenment, faith, honesty, kindness, andisha, honor, Deep study of such noble qualities as devotion to the motherland and the people, their preservation, inculcation in the hearts and souls of young people, assistance in self-realization, our republic making the cultivation of activists who serve earnestly for independence a major task Studying the history of the peoples of Uzbekistan is one of the most important historical traditions of the students sources of virtues, that they have a solid foundation, that they are historically formed, that they are passed down from generation to generation, that they are rich in content, that the development and well-being of society, The fact that they have served for their spiritual maturity, they continue to nurture them It is their sacred duty to cultivate, to be faithful to the human qualities of our generations helps them realize that. Based on the study of the history of the peoples of Uzbekistan students have lived side by side with dozens of other nations and peoples since ancient times. Since their arrival, they have fought together against the tyranny of local and foreign invaders Uzbeks have always had a special respect for other nations and peoples It is a sacred tradition of the Uzbek people to cherish their brotherhood and friendship. an invaluable contribution to universal values, interethnic relations the vitality of this tradition is being tested once again at a time when it is intensifying they realize it's happening. It is also the power of tyrannical rulers and invaders The material and spiritual riches and beautiful traditions of our people have been trampled underfoot over the years. the cult of personality and the crisis of the years of stagnation, the cotton monopoly, the chemical Excessive use of substances hinders the socio-economic, spiritual and political development of Uzbekistan, environmental imbalances, the Aral Sea. tragedy, pollution of the environment, land, water and air, people Students understand that it affects not only their health but also their genetics. In solving their current environmental problems, the socio-economic and important in ensuring their active participation in strengthening their political independence The study of the history of the peoples of Uzbekistan has taught students for thousands of years cultural and spiritual heritage, which has contributed to the development of world scientific thought and culture acquaintance with the great contribution, with respect to the names of the unique scholars of our culture mentioning, helps to be proud of them, to carry out the education of national pride. Thus, in the development of national consciousness of teachers of history of the peoples of Uzbekistan, identity In their understanding, they are socially active and, in raising the political culture of our independent republic great in educating spiritually mature people to be real human beings, patriots opportunities. However, so far without taking full advantage of these opportunities.

Keywords: Republic, national, culture, great.

INTRODUCTION

Textbook for teaching history in secondary and special secondary education text, historical documents, works, popular science and art, historical literature, etc. Printed texts are the primary source of students' historical knowledge, as is the teacher's knowledge source, form the basis of the statement. Of course, the teacher is right about these sources and only if used effectively, its description meets the requirements of didactics, secondary education in general and meeting the high requirements of history education in the system of secondary special education, teacher The statement is understandable to students, meaningful, interesting, ideologically and scientifically convincing, can be figurative and impressive. Also, working on texts improves students' knowledge expands, deepens the essence of historical facts and events, their laws helps them to understand, to form a scientific worldview, to form historical thinking, they learn to evaluate historical events in perspective. Secondary education and secondary special in the education system, students develop the ability to work independently on a variety of texts and get acquainted in practice with the initial methods of historical research. The teacher clarifies and enriches his / her statement based on other texts. Textbook the text allows students to study, master, and remember history in class and outside of class is an important source of preservation, cognitive activity, creative research.

The text and the questions and assignments in it are used to creatively master the content of the history course teaches to apply knowledge in life. Textbook work is the study of learning material and its memorization analyze the text and find from it a historical event, important signs of events, factual comparing, identifying, and identifying important features of materials and historical facts for various purposes, such as generalization. Also when working on text mastering the definition of ready-made historical concepts in chronology and their independent definition, tracking the development of events and happenings described in the textbook, clear historical facts and knowledge of social development traditions based on statistics, local, temporal, mastering and clarifying the laws of cause-and-effect and historical relations, dictionary meaningful and pictorial plans, tables, and the like are less complicated non-writing and graphics work, text-based learning elements such as the implementation of elements. Students' thinking skills and abilities in teaching history The task of creating is to find historical knowledge independently and put them into a system to teach students to apply in practice, and ultimately to teach students past and present to approach social phenomena from a scientific materialist point of view means learning. Improving speech is also a challenge for students and their minds skills and abilities. We are at school teaching a history course, taking into account the specifics of the history being taught

Main part. We conditionally separate the groups of skills that will be developed during

1. Analysis of historical knowledge sources and historical events and happenings identify the most basic and important things, their important features and connections, skills in defining historical concepts.
2. Logically divide the content of the source of historical knowledge into several parts, in the analysis of a general logical scheme of a kind of historical events and happenings deductive implementation skills.
3. Review historical facts and processes in their context and in terms of time the ability to create chronological and synchronous tables to determine the ratio between.
4. Determining the location of historical events, "speaking" the historical map, the comments in it and ability to use symbols without mistakes, to fill in the historical map without writing.
5. Compare historical events, find their common features skills;

6. Inductive and deductive conclusions based on the analysis and comparison of historical evidence
drawing conclusions using the subtraction method, based on the given estimates of the results
the ability to give, to prove the evidence on the basis of general conclusions;
7. Ability to describe historical material orally or in writing, consistently figuratively
to be able to tell, describe, use the methods of narration,
give short, detailed answers to questions, as well as ask questions to their peers, their
the ability to critically evaluate responses;
8. Preparation of information, reports, abstracts, political information, and their
skills of conducting, preparation of small volumes of scientific and popular materials;
9. Plan the content of a historical text or teacher's story, historical event or event analysis plan,
comparison plan, plan, development, thesis, teacher write a summary of the basic rules I have
explained, writing down some passages from the books acquisition, ability to use historical
literature that provides information. As students develop their thinking and speech, they
develop skills and abilities it takes place in the process of acquiring and applying knowledge,
working with them. There is an interconnectedness and interdependence between knowledge
and skills. Man is mental the conscious nature of activity is determined by the system of
knowledge formed in it. Knowledge is all time is based on a system of relevant skills and
competencies. New skills and is the basis for the development of skills. Any of the teaching
process the relationship between knowledge, skills, and abilities in the student's mental stage
also determines the level of maturity in terms of. Develops students' skills and abilities The
success of the endeavor depends largely on the circumstances. History the teacher is primarily
concerned with the knowledge previously acquired in this or that class and what range of skills
can be relied on, what skills in some students it is necessary to determine whether it is well
formed or not. That's the way it is with students further differentially to different groups and to
individual students approach. Students develop knowledge and skills in the process of teaching
constantly checks and takes into account how well they are doing. Created.

Qualified teachers on the basis of new conditions, new teaching materials, familiar to them to be able to do it independently, that is, to take the initiative in carrying out the learning task the ability to find new ways to solve problems that can be applied in the context means. Acquisition of certain methods of mental activity is the basis for the formation of skills is formed. How independent is the ability to apply and apply in a methodical way determined by the breadth of the range of events to be performed.

Why study history? An examination of undergraduate students' notions and perceptions about history 66 Schul, 2014). Another barrier to good history teaching noted in the literature is the rift between the history academy and colleges/faculties of education (Teaford, 1971; Wineburg, 1991; 2018). The Teaching American History grant program, for example, helped address this problem for a time but focused on K-12 professional development opportunities (Berg & Christou, 2017).

What about academics in higher education, conversely, who might benefit from pedagogical training to reach an evolving, diverse student body? Then there is the matter of technology in the classroom and the disruptive role of the Internet in accessing information and appropriating it with a prudent eye to credibility and truthfulness (Wineburg, 2018). The implications of ignoring these potential barriers to good history teaching could affect the future health and prosperity of history departments across the country and lead to waning public and student interest. But, more importantly, it would be a disservice to the present generation of students

who are deprived of the transformational experience of a historical education. One recurring theme was the questionable value of history as an academic study or for practical living—a finding the literature does not support (Durant, 1968/2010; Hunt, 2011; Sloan, 1993; Teaford, 1973). This troubling finding is cause for concern as a percentage of respondents in this study found history to be of marginal importance. But, as Domitrovic (2017) reminds us, we have a “beautiful problem to solve” so let us make good on this opportunity because our present, and futures, depend on it (para. 15). Recommendations for future research include increasing the sample size and scope by including several institutions from different regions of the United States, surveying on-ground students relative to online students in a replication study, and conducting a comparative, international study examining student attitudes and beliefs about history in competing national contexts.

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