



TARGETED APPROACHES OF THE TEACHER IN STUDENTS' UNDERSTANDING OF HISTORICAL REALITY

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Abstract. The article examines the science of history and its essence, historical reality, as well as what works and means are necessary for students to understand and feel historical reality not only during the lesson, but also in the general social environment. It also reveals our history, the great material and spiritual heritage left to us by our ancestors, our current opportunities, our future dreams and prospects, as well as pedagogical tasks on the way to achieving them.

Key words: thinking, creative thinking, socialization, historical reality, logical sequence, creativity, competence, intellectual, moral education, forecast, integration.

Нам известно, что обновление в образовании необходимо через учебный процесс, чтобы ученик ясно представлял себе будущее себя и своих близких, осознавал свое предназначение в этом отношении, был самодостаточен в избранном. профессиональная деятельность направлена на формирование свободной, компетентной, самоотверженной личности, способной развиваться. В новом Узбекистане создаются широкие возможности для воспитания молодых людей, способных мыслить по-новому, свободно и объективно реагировать на происходящее, мыслить творчески и критически, познавших секреты общения .

Сейчас образовательным учреждениям нужен не только образованный человек, но и умный и всесторонне развитый человек, умеющий предвидеть события, обладающий способностью принимать правильные решения, понимающий необходимость саморазвития.

In today's information age, the formation of historical consciousness and historical thinking, the formation of a sense of respect for the history of our homeland and the national and universal values of the peoples of the world, the realization of the fact that the history of our national statehood is an integral part of world civilization, the formation of basic and relevant competencies in history are certainly among the most urgent issues of today. From this perspective, it is also very important to learn from the spiritual heritage and courage of our ancestors, to teach them to be worthy successors.

By directing them to perceive historical events, to understand their identity, to develop concepts that help them mature as individuals, and to educate them in the spirit of national and universal values, is also one of the most important tasks of today.

It is worth noting that a history teacher must be ready for active scientific research and professional methodological activities, be a researcher himself and know how to design research activities for his profession, and for this, the following is necessary in educational institutions:

to educate the need for regular acquaintance with scientific and methodological literature;

to form skills in performing various scientific and methodological works;

to cultivate the ability to think creatively;



to study the art of making rational and far-sighted decisions, taking into account the trends in the development of science, among others.

Russian scientist A.A. Verbitsky emphasizes: “since professional activity is provided not with knowledge of a single subject, but with its system, this requires the integration of academic disciplines. The didactic conditions of such integration organize the educational process in new forms, which, together with traditional ones, require the emergence of advanced pedagogical technologies”.

Today, an important task is to “form an independent and free-thinking person who is capable of consciously participating in socio-political life, responsible for the fate of his country and family.” Therefore, ensuring the coherence of these pedagogical technologies depends, of course, on the pedagogical skills of the teacher.

According to N. Muslimov and Sh. Sharipov, in order to develop creative thinking, an individual approach is necessary to each of them. One of the most important methods of developing creative thinking is to involve students in solving problematic questions or tasks of various levels and teach them to independently find solutions to them. In practice, problematic questions or tasks can be used in the process of developing creative thinking.

In history, there are many opinions of ancient, medieval, modern and modern great scholars on the problem of creativity. A special understanding of creativity arises in the Middle Ages, first of all, as “historical creativity”.

According to the medieval imagination, history is a human participation in the realization of the divine in the world. This makes creativity the basis for understanding creativity as the creation of something unique and irrevocable. In this, the sphere of creativity is primarily historical creativity, moral and religious acts. Artistic and scientific creativity serves as a secondary role.

A creative approach to education is an opportunity to fully implement person-centered education[5]. Since there is freedom in creative imagination, it is interconnected with invention, because it has an aspect of necessity (creativity), it is directly related to the ideas of intelligence and, consequently, to the spiritual world.

The problems of creativity were studied by Joseph Schelling, who believed that the creative ability of the imagination is a unity of conscious and unconscious activity, because the most gifted with this ability, like a genius, creates in a state of wonder, unconsciousness, the process is still the subjectivity of a person. decreases in the state and therefore depends on his freedom[10].

According to Schelling, the work of an artist and a philosopher represents the highest form of human activity.

To be able to explain the meaning of historical toponomic terms that are important in the description of historical reality, to be able to use additional literature and sources in providing information about historical processes and events, to use and respond to information given in the mass media and historical-artistic works. adhere to information culture, independently study historical sources, be able to collect additional information on the topic, draw conclusions, evaluate, express an independent opinion, independently read historical literature on the topic such important processes and situations as being able to choose, to be able to prepare independent works and presentations, to build one's family tree, are continuously taught to pupils and students during the period of education. And at the same time, students are gradually formed to understand and feel the historical reality.



While science and technology are developing rapidly, the volume of scientific understanding and imagination is increasing. On the one hand, it ensures the differentiation of new fields and departments of science and technology, and on the other hand, the integration of sciences is created. That is why self-awareness begins first of all with knowledge of history. A person with historical memory is a strong-willed person, and without knowing the true history, one cannot create the future. In this sense, the science of history sets the following objectives:

Teaching and explaining history is carried out through the following tasks:

to teach to learn from the spiritual heritage and courage of our ancestors, to be worthy successors to them;

to constantly encourage the preservation of the heritage of our ancestors and their descendants;

to understand the identity of listeners by guiding them to perceive historical events;

to educate them in the spirit of concepts that help them mature as individuals, national, universal values;

it is worth mentioning that in order to become a mature and qualified specialist, it is necessary to study our history in depth, and at the same time learn from history as much as necessary.

In addition, important tasks such as “continuously improving the quality and level of professional skills of pedagogical personnel”, training highly qualified, creative and systematic thinking personnel, able to make independent decisions based on international standards, creating conditions for their intellectual abilities to be demonstrated and formed as spiritually perfect individuals” have been defined in the republican education system.

In addition to knowing the content of historical events, students need to be able to compare historical events with each other, think independently and evaluate them, explain the essence of events, and express them in writing. It is important to be able to distinguish primary and secondary events, analyze them socially, and draw conclusions.

Based on the above considerations, the main purpose of studying history is clear:

to form historical thinking through the study of history, to understand oneself, and to prevent spiritual gaps;

to instill the fact that “History is the basis of people's spirituality” based on historical events and phenomena;

to form and develop a sense of responsibility for the fate of the homeland and nation, involvement, and respect for universal and national values;

to learn moral education and lessons from the deeds and feats of our great ancestors by understanding that the history of our country is a part of world history;

to instill in children the need for each nation to protect its history from various influences and aggressions;

to explain that there is no future without historical memory.

Therefore, information, conclusions and a sense of pride from history will be a reliable source of steps for a person to take into the future. Instilling a deep sense of respect for history is closely related to the pedagogical skills, potential, deep knowledge and professional competence of us, history teachers.

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