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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.*

INTRODUCTION.

As we know, the renewal of education, of course, involves the formation of a free, competent, selfless person through the educational process, who can vividly imagine the future of himself and his loved ones, who is conscious of his fate in this regard, and who can develop himself in his chosen professional activity. In the new Uzbekistan, ample opportunities are being created to educate young people who are able to think in a new way, who can freely and objectively respond to current events, who have learned the secrets of creative and critical communication [1]. Now educational institutions are faced with the task of forming not only an educated person, but also a rational and well-rounded person who can foresee events, has the ability to make the right decisions, and understands the need for self-development.

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[10]

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 of his profession, and for this, the following is necessary in educational institutions:

to cultivate in himself the need to regularly familiarize himself with scientific and methodological literature;

to develop 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.

LITERATURE REVIEW.

Russian scientist A.A. Verbitsky emphasizes: "Since professional activity is provided not with knowledge of a single, demonstrative subject, but with its system, this requires the integration of these academic disciplines. The didactic conditions of such integration require the emergence of advanced pedagogical technologies, organizing the educational process in new forms, which, together with traditional ones, require the emergence of advanced pedagogical technologies"[5].

Today, "the formation of an independent and free-thinking person capable of consciously participating in socio-political life, responsible for the fate of his country and family" is considered an important task. Therefore, ensuring the continuity of these pedagogical technologies depends, of course, on the pedagogical skills of the teacher[2].

According to N. Muslimov and Sh. Sharipov, in order to develop creative thinking, an individual approach to each of them is necessary. One of the most important methods of developing creative thinking is to involve students in solving problematic questions or tasks of different levels, and to teach them to independently find solutions to them[7]. In practice, problem questions or tasks can be used in the process of developing creative thinking.

ANALYSIS AND RESULTS.

There are many ancient, medieval, modern and modern great scholars' reflections on the problem of creativity in history. A special understanding of creativity arises in the Middle Ages, first of all, as "historical creativity".

According to the medieval imagination, history is a person's 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 irreversible. In this, the sphere of creativity is, first of all, historical creativity, moral and religious deeds. Artistic and scientific creativity serve as secondary[3].

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

The problems of creativity were studied by Joseph Schelling, who considered the creative faculty of imagination to be a unity of conscious and unconscious activity, since the most gifted possessing this faculty - genius - creates in a state of wonder, as in the

creation of nature, unconsciousness, the process is still reduced to the state of human subjectivity and, therefore, depends on his freedom[6]. According to Schelling, the work of the artist and philosopher represents the highest form of human life activity.

Important processes and situations such as being able to explain the meaning of historical toponymic terms that are important in describing historical reality, being able to use additional literature and sources to provide information about historical processes and events, adhering to information culture when using and responding to historical and artistic works and information provided in the media, independently studying historical sources, collecting additional information on the topic, drawing conclusions, evaluating, expressing an independent opinion, independently selecting historical literature on the topic, preparing independent works and presentations, and compiling one's own family tree are continuously taught to students during the educational period. And at the same time, students gradually develop a sense of understanding and feeling historical reality[4].

As science and technology develop rapidly, the scope of scientific concepts and ideas increases. On the one hand, it provides for the differentiation of new areas and departments of science and technology, and on the other hand, the integration of sciences occurs. Therefore, 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, it is impossible to create the future. In this sense, the science of history sets itself the following goals and tasks:

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

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

- to constantly encourage the preservation of ancestors and the heritage they left to their descendants;

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

- concepts that help a person to mature as a person, to educate in the spirit of 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 to learn from history as much as necessary.

Also, important tasks were set in the republican education system, such as “Continuous improvement of 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 the manifestation of their intellectual abilities and the formation of a spiritually mature person”[10].

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;

Instilling in them the need for every nation to protect its history from various influences and aggressions;

explaining that there is no future without historical memory, among other things.

CONCLUSION.

Information, conclusions, and a sense of pride from history are a source of confidence for a person to take a step into the future. Instilling a deep sense of respect for history is closely related to the pedagogical skills, potential, and deep knowledge and professional competence of us, history educators.

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