



## LEARNING OPPORTUNITIES OF USING LOCAL MATERIALS IN HISTORY TEACHING

**Bozorova Nazokat Mamasoatovna**

**Teacher Of Termiz State University, Uzbekistan**

**ABSTRACT:** - In the article, solving the problems of social adaptation of schoolchildren through the use of local materials in history lessons, adapting the teaching environment to the student's capabilities, as a type of education, is written as a means of a person-oriented approach to the development of his personality, characteristics, abilities, taking into account the student's thinking and action strategy.

**KEYWORDS:** History lesson, local materials, social adjustment of students, learning environment, student opportunities, adaptation, student personality, person-centered approach.

### INTRODUCTION

In school practice, local studies helps to implement the principles of state policy and general requirements, such as education of citizenship and love for the country, protection of national and religious traditions, formation of worldview, economic and ecological culture, priority of universal values, which are set in educational content.

The inclusion of the science of historical local studies in the system of studying the history of our country serves to form students a comfortable understanding and knowledge about the main stages of the country's development.

The use of local materials in history lessons helps to solve the problems of social adaptation of schoolchildren, to form their readiness to live and work in their own village, district, region, republic, to participate in their development, to update the living environment socio-economically and culturally.

It is known that the adaptation of the educational environment to the student's capabilities is a type of education that "develops the student's personality, characteristics, abilities, taking into account

**“LEARNING OPPORTUNITIES OF USING LOCAL MATERIALS IN HISTORY TEACHING”**

the strategy of thinking and action" [1; 5- p.] refers to.

Person-oriented education is not about adapting the student to the educational system, but on the contrary, it is necessary to create the necessary conditions for the student to develop himself, to be able to fully demonstrate his inner capabilities and abilities, to gain independent knowledge, and to increase cognitive activity.

In person-oriented education, regardless of who a person is and what kind of profession he is, the abilities that a student should acquire in order to actively participate in his personal life and social relations: to be communicative, able to work with information, to develop himself as a person, to be socially active, to have general cultural qualities is supposed to be [2; 12-p,].

Thus, the use of local materials in history classes complements each other as a follow-up to the person-centered approach, both of which have social significance and mutual structural effects.

### **ANALYSIS OF LITERATURE ON THE SUBJECT**

The issues of the methodology of using local sources in teaching history classes in general education schools were discussed by the researchers of our republic A. Sa'diev [3], T. Toshpolatov, Ya. Gafforov [4], A. Askarov [5], Ya. Gaffarov, M. Gafforova [6], as well as researched by foreign scientists Joyce Appleby, Lynn Hunt[7], Bhuvan Garg[8], R.P Pathak[9], J.Daniel[10].

The methods of using local and additional materials in the history lessons of, L.S. Gellerstein[11] from scientists of the countries of the Commonwealth of Independent States and the necessary knowledge for improving the professional skills of a specific history teacher were presented.

L.L. Svechnikov defined school geography as "a comprehensive introduction to one's native country, the search for ways and means of the most rational use of natural resources to change its economy and nature for the benefit of society" [12, p. 12].

A. Nabiev in his work "Historical local studies (the main sources of local studies)" defined school local studies as "the nature, labor and social life, economy and culture, its past and development, form and methods of knowing the local area" [13, p. 36].

The above definitions are similar in one aspect - they all emphasize that the main feature of school historical geography is the comprehensive study of the history of their region by students. And in this they perfectly correspond to the definitions of "land", "material of the history of the country", "local material", they practically repeat them.

### **RESEARCH METHODOLOGY**

Consists of a methodical analysis of the possibilities of using local materials in the teaching of history as a means of implementing a person-oriented approach in education, development of suggestions and recommendations.

### **ANALYSIS AND RESULTS**

In the moral education of schoolchildren, it is very important to form humanitarian relations among children, to educate them with effective moral feelings. A necessary condition for the formation of the student's moral skills is the organization of joint activities that contribute to the development of communication and relations with each other, because in this process the student learns socio-historical experience. The priority methodological direction of organizing this educational process is the use of local materials in lessons.

Localization of elements of the teaching and upbringing process in general education schools is not only an urgent pedagogical, but also a social problem.

Localization of educational content plays an important role in the formation of the moral culture of schoolchildren, its content includes the system of knowledge and cultural experience of children, a holistic view of cultural, historical, natural, geographical, socio-economic development of the region, and the methods of children's self-determination in society and in it. shapes the look. There are different models of introducing the content of regional topics into the educational process:

- uniform distribution by academic subjects;
- allocation of additional hours;
- hours spent in special classes or optional subjects;

In our research, we follow an approach that includes in-depth study of local history and culture. Here we consider that the main task of the regional component is to restore local values, to educate students in an active position as patrons and creators of local and world culture.

The analysis of sources showed that in modern educational practice, many educational programs and recommendations have been created based on the development concepts of national schools, taking into account the use of the pedagogical potential of the regional environment.

For this, in our opinion, first of all, it is necessary to create an atmosphere of creativity in the educational process related to the history lesson. In order for the student to deeply understand historical events, historical scenes, it is necessary to find ways to awaken the spirit of creativity. Otherwise, methods

such as teaching with abstract imagination or memorization methods do not meet the requirements of the time. Another important factor is the organization of students' activities based on a certain order, that is, it is necessary to search for the coherence of the topics covered in the previous lessons with the content of the next lessons as regularly as possible.

What is meant by awakening the spirit of creativity?

Among the creative tasks used in the history lesson, writing creative works on certain topics of history takes an important place. By writing a creative work, at the same time students develop written speech, imagine historical dates, events, persons and historical places and express it in writing, creative and historical thinking is formed. In doing this creative task, students should be introduced to local materials and information by the teacher. Scientific research carried out by our local historians, material from archival funds, documentaries, and information published through magazines and newspapers are of great importance in the organization of this creative work. Before organizing the creative work, the teacher must bring this information to the local traditions during the lesson in the history lesson.

In the organization of students' scientific work and its effective conduct, each presented information is carried out using reliable scientific data that has found its confirmation.

If the teacher conveys this information to the students through a presentation, i.e. based on the instructional method, the quality and efficiency of the lesson will be increased.

The above information is conveyed to the students by the teacher in the course of the lesson in the form of an oral story or through presentations with the help of information

**“LEARNING OPPORTUNITIES OF USING LOCAL MATERIALS IN HISTORY TEACHING”**

technologies, and they are given the task of writing a creative written work.

The topics chosen for creative writing must also be based on certain requirements. In particular, as an example, it is appropriate to choose the following topic: "What do I know about the history of the Second World War (for example, the contribution of the people of Surkhandarya to the war)?" When covering such a topic, it is natural for the reader to imagine the events of 1941-1945, the war process taking place in the battlefields, the socio-economic situation of the oasis, the lifestyle of the people who lived in the oasis during the war years, how many people from the oasis went to fight, and the number of people who worked behind the front. should bring

The variety of topics for creative written work within the framework of history lessons increases the student's interest, for example, "The pride of our neighborhood", "The heroic deeds of the women of the Surkhan oasis behind the front", "Let the name of war be extinguished in the world". In covering these topics, the reader must imagine that period of history, feel the spirit of that period, and present himself as an official of that period to a certain extent.

In order to increase student activity in history lessons, the teacher must take into account another aspect - the correct assessment of the classroom environment. It is appropriate to create a problematic situation based on the content of the lesson. It should be noted that the problem situation can be formed in all educational activities. It depends on the teacher how much to form it during the lesson. The importance of the problem situation is that it focuses students' attention on one place (problem) and teaches students to search and think. When creating a problem situation, it is appropriate for the teacher to

tell the students what to focus on. For this, the teacher:

1. "Who do you know who contributed to the war in your neighborhood?" creates a problem situation by asking the question and listens to the students' opinions. After hearing all the opinions, the final conclusion on the question will be announced.

2. Analyze the heroism of the people who participated in the Second World War. Why was fascism defeated? With this question, the teacher creates a second problematic situation. Pupils act together with the teacher during the solution process, express their opinions on the problem, and contribute to the solution of the problem.

3. What do you know about the heroes who returned wounded from the battles of the Second World War? (Tell us about their post-war activities). In covering such a topic, naturally, the reader should visit the houses of war veterans living in his district, neighborhood, museums and provide information about their heroism in the war. As a result, at the same time, he uses the actions of restoring, recalling and connecting the knowledge he got from other history. In this sense, the variety of topics for creative writing works within the framework of history lessons increases the student's interest.

The question of increasing the activity of students in history classes is aimed at the youth's interest in the local history of the Second World War, including the problems of forming feelings of love for their own history and their solutions. But this does not mean only this narrow range of tasks. It is in the history lessons that the teacher develops the expression of his students' personal opinion, conclusion and attitude to any life event, taking into account the issue of increasing the activity of young people.

As we noted above, problem situations are of particular importance in history lessons, as in all lessons, in creating an atmosphere of creativity. Problem-based teaching requires skill from the teacher and naturally motivates the student as well. Creating a problem situation, ensuring active participation of students to solve the problem in working with local World War II sources, engaging in independent thinking requires creativity from the teacher himself. In such a process, students can master independent thinking and independent thinking through effective use of resources as a result of research and learning.

## CONCLUSIONS

The use of local materials related to the subject in history lessons provides an opportunity to organize learning in a way that is inextricably linked with the experience of life, production, and building a new society. The appropriate use of local materials in the teaching process increases students' interest in learning the history of their country, gaining deep knowledge, independent creativity, and helps them choose a future life path. This strengthens the connection between subjects and places great responsibility on the teacher.

## REFERENCES

1. Muslimov N.A. and others. Innovative educational technologies. – T: 2015. – 5 p.
2. Eshmirzaeva M.A. Formation of professional competence of students on the basis of person-oriented education (in the example of the Department of Electromagnetism). 13.00.02–Theory and Methodology of Education and Training (Physics) Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences - Samarkand; - 2019.
3. Sa'diev A. Teaching the history of the peoples of Uzbekistan. - Tashkent, 1993. Methodology of teaching history at school. - Tashkent, 1998.
4. Tashpolatov T., Ghafarov Ya. Methodology of teaching history (study guide for undergraduate students). - Tashkent: UzMU - University, 2002.
5. Askarov A. Tasks of the science of history in the conditions of independence of Uzbekistan. - "Social sciences in Uzbekistan" 1992. No. 7-8
6. Gaffarov Ya, Gaffarova M. Methods of teaching the history of the peoples of Uzbekistan. T., 1996.
7. Joyce Appleby, Lynn Hunt, Margaret Jacob. Telling the truth about history. W.W. Norton & Company. New York - London. 1994.
8. Bhuvan Garg. Teaching of history. India. New Delhi. Rajat publications, 2007.
9. Pathak R.P. Methodology of Educational Research. Atlantic. USA. 2008.
10. Daniel J. Tew. Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches. USA. Western Oregon University, 2014.
11. Т.С.Голубева, Л.С.Геллерштейн. СССР тарихидан методик қўлланма.Т., Издательства “Просвещение”; 1986. Ўзбек тилига таржима “Ўқитувчи”, 1990 йил. 320-бет.
12. Свечников А.А. Тематика, формы и методы внеклассной работы в школе // Советская педагогика. 1969. № 7. С. 15
13. Nabiev A.. Historical local studies (the main sources of local studies). Study guide. Revised and updated second edition, T., "Teacher", 1996. Page 320.

**“LEARNING OPPORTUNITIES OF USING LOCAL MATERIALS IN HISTORY TEACHING”**