



REQUIREMENTS FOR THE IMPLEMENTATION OF HISTORY LESSONS BASED ON AN INTEGRATIVE APPROACH

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ABSTRACT: - This article discusses the integrative approach to teaching history in general secondary educational institutions. Methodological foundations of teaching history based on an integrative approach are presented.

KEYWORDS: History lessons, integrative approach, requirements, standards, competence, knowledge, skills, competence, methodological association, cluster, integration, principles of coherence.

INTRODUCTION

The purpose of teaching history in general education schools is to form historical consciousness and historical thinking in students, to cultivate a sense of respect for the history and present day of the peoples of the world and our multi-ethnic nation, national and universal values, to inform students that

the history of our statehood is an integral part of world civilization, and to teach students about the foundation and history. consists of forming general and enhanced competencies. The main tasks of teaching history are to teach students that the history of our statehood is an integral part of world civilization, to learn to

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learn from the spiritual heritage and courage of our ancestors, to become their worthy successors, to help students understand their identity by guiding them to perceive historical events, and to develop as individuals. consists of education in the spirit of national, universal human values.

MAIN PART

The process of learning history begins with the acquisition of historical facts. The peculiarity of historical facts is that they never repeat themselves exactly. At the same time, students' learning of specific historical facts does not mean that they have mastered history. If there is no logical connection between the facts, then a simple set of facts unifies knowledge and prevents the conscious assimilation of historical materials. Thus, in the process of studying history, the facts should not only be studied, but the necessary connections between them should be compared, identified and, to some extent, systematized.

Historical facts can be countless. However, in order to effectively conduct the history teaching process, it is necessary to clearly define them. Historical facts can be of two types. First of all, some historical facts reflect a single event and occur only once in history under certain conditions, with the participation of persons of a certain period, in a strictly limited space and time.

Integrating and mastering historical knowledge enriches students' thinking. Such integrated lessons combine educational areas with a high level of content integrity, generalization of world and human concepts, ideas, principles, phenomena, essences, concepts, images. They are organized around a set weekly theme or key concepts. For a reasonable combination of educational fields, an integrated teaching technique should be developed and experimentally tested,

including a didactic-methodical component, changing the structure of the lesson, and harmonizing the methods and forms of educational organization. However, this didactic and methodological component of the integrated lesson is still being developed.

Integrating and mastering historical knowledge enriches students' thinking. It would be appropriate to integrate the following topics in the 6th and 8th grade textbooks of the history of Uzbekistan of the general secondary school, and it would have led to the reduction of the educational load to make the textbook somewhat compact.

It is appropriate to take into account the possibilities of education differentiation depending on the abilities and needs of learners. In particular, it is possible to identify those that exceed the standards set in the DTS, that is, those that are higher than the minimum requirements for basic knowledge, skills and qualifications of students. And these serve the correct selection of teaching methods by teachers, the educational and developmental tasks of history education, and the full realization of the purpose of the scientific problem.

In the teaching of history, the most effective mechanism is the organization of cooperative educational clusters in general education schools, in which the integration of educational types based on equal cooperation of higher and general secondary education institutions and the integration of educational content based on ensuring inter-curricular coherence in the teaching of history are important, and these integrations are relevant in increasing the effectiveness of education. is important.

In order to improve the efficiency of teaching history, the establishment of the activity of an educational cluster organized between the types of education first implies the

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determination of methodological conditions and forms of inter-course connection in educational processes, and then the development of methods and means of pedagogical conditions for its implementation. Applying the cluster model as an innovative approach to this field shows that in order to teach teachers to choose effective teaching methods, certain organizational and pedagogical conditions, "school-laboratories" should be created in the school. Successful implementation of inter-disciplinary, inter-course and intra-course communications from history depends to a large extent on the level of preparation of history specialists.

When planning the logical connections that can be connected between and within the course, the system of these connections is planned, one of the most popular forms of this in schools is the thematic-thematic plan, in which a separate section is allocated to these connections. However, it is known that this does not cover all of the above-mentioned forms of cross-curricular communication. Accordingly, in the conditions of the educational cluster, higher education professors-teachers and practitioners conducting research in this direction have strengthened the consistency between the DTS, the program, the textbook, and based on the integrated approach to world and Uzbek history lessons and extracurricular forms in the class section, the coherence of the educational content, the quality of the students' knowledge. The thematic planning of history lessons, which ensures compliance with the DTS, and the implementation of methodical recommendations on the minimum requirements for the formation of students' knowledge, skills and qualifications on each topic are considered urgent issues.

In order to establish the coherence of history subjects, the teacher should take into account many connection situations when choosing

these methods. Because, in didactics, it is determined that all components of the educational process are legally interconnected. First of all, the main goal and specific tasks to be solved in the lessons are defined. And they create a group of general methods that are suitable for achieving specified tasks. Then, it is necessary to choose the optimal ways that allow optimal realization of the process of knowledge.

CONCLUSION

In the process of learning history, these tasks require the use of different tools to approach the subject being studied. In addition to the text of the textbook, the selection of materials related to the topic, inter-course and inter-subject communication, appropriate use of fiction and published press materials, as well as works of visual art, include actively organizing students' independent work on the topic.

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