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DEVELOPMENT OF HISTORICAL EDUCATION**

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ANALYTICAL PROBLEMS AND TENDENCIES OF THE
DEVELOPMENT OF HISTORICAL EDUCATION

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Abstract: The article talks about the analytical problems and trends of the development of historical education in Uzbekistan using the example of the experience of modern methods of teaching history in schools of Western Europe and the USA.

Keywords: civilization, censorship, historical anthropology, sociology, historical geography, demography, ethnic politics, globalization, multimedia equipment, maps

Introduction. On the path to independence, reforms were carried out that restored the historical traditions and spiritual wealth of the peoples of Uzbekistan and enriched them with new content. In particular, in the educational system, a wide range of tasks aimed at establishing the teaching of history on a national basis, learning the traditions of our people, such as hard work, friendship, enlightenment, and noble qualities such as loyalty to the Motherland, were carried out. In fact, providing students with knowledge about our true history makes them realize the value of today's independent democratic society [1].

As our President Sh.M.Mirziyoev noted, “Nothing in great history goes without a trace”. It is preserved in the blood and historical memory of peoples and is manifested in their practical work. People who know their history and draw spiritual strength from it cannot be defeated [2]. In many countries of the world, scientific and creative research is being conducted on the most effective ways to improve the quality of education and training of general secondary education students. Methodological improvement of educational processes requires further development of teachers' own activity and competence [3].

As a result of the process of globalization, the world has undergone radical changes. As a result, there was integration in all aspects of society, including education, with a deep intercultural relationship. Today, changes are taking place in the world of education. The worldview, mentality, and political ideology of some nations affect not only the present, but also the perception of the past. We have shown that there are major differences in teaching history in different countries [4].

History is not only a field of scientific knowledge, it is the memory of the people, society, and state. It is historical thinking, learning from the past that helps a person to become wise and perfect. Each of us is interested in the history of the hometown or village, as well as its roots, which is important in establishing new family relationships. New approaches to the organization of education have appeared. Teaching history in a comprehensive school solves certain tasks and fulfills important social functions. Professional historians began to deal more with the problem of introducing schoolchildren to the basics of history and, above all, to new ideas about the nature of history. The main task of education is to teach students to work with fast information in globalization processes. Knowledge of history is necessary to take into account the mistakes of past generations and

prevent their occurrence in the future. It is necessary to properly analyze the emergence of countries and the conditions. History tells how our country and surrounding countries came into existence. Man uses the inventions of the past and develops because of the knowledge gained from the past. Learning the difference between the present and the past will help us understand the modern world properly in order to move forward. It is natural for young people to learn history lessons. A society without history - serves as a social “body” for transplanting organs to other subjects.

The history taught to Spanish schoolchildren focuses primarily on national memory. It is customary to remember all the events in Spain, where more than three thousand national holidays are celebrated, most of them are religious, and the rest convey historical events that have left an indelible mark on the development of the country [9].

Literature analysis and methodology. The discipline “History” first appeared in the Moscow Pastor Glyuk Gymnasium (1705), where students studied history at their own discretion, after the end of the school day, history was taught at the state level in the Academic Gymnasium of St. Petersburg University (1726), 3 hours are devoted to general history in second and third grades , and two hours a week to national history in 1st grade. In 1786, F.I.Jankovic de Mirevo further improved the educational reform through his suggestions and recommendations contained in the "Handbook for Public School Teachers". He emphasized the need for students not only to memorize information, but also to understand material, historical processes and connections. In addition, students were required to evaluate the historical period and create maps and drawings. As a result, out of necessity, the first historical map was published in 1793 by F.I.Yankovich. According to M. Ferro, different countries have a completely

different approach to determining the talent of students in teaching history. Internet resources, video materials, special educational programs and visual materials are used effectively.

The founders of the Soviet methodology of teaching history were Bernadsky, N.V. Andreevskaya, A.I.Korovkina. The ideas of Vagin serve as a great methodological basis for teaching history [5].

After the independence of the Republic of Uzbekistan, the demand for teaching history increased even more. Scientific studies and methodical manuals devoted to the methodology of teaching history in the schools of our republic are cited in the works of T.Toshpolatov, N.Remeev, Ya.Gaffarov [6]. At the same time, a number of works by a number of our leading scientists, A.Askarov, R.Muqminova, H.Bobobekov, A.Muhammadjonov and others, related to the teaching of history in general secondary education and the improvement of these processes are of particular importance [7].

The main part. Development of history education in foreign countries

The educational system in America is represented by the American authors themselves as “the most democratic”, “open to all”, “creative”. The teaching of history in schools has been designed according to the purpose. Education of patriotism and love of country is one of the priorities for history teachers in the United States. The quality of history teaching in US schools varies considerably. It is very difficult to ask children to be persistent and remember a lot of facts, to learn the history of a country that does not belong to them with a very vague imagination.

Teaching of history begins in the 6th grade in secondary school. The amount of time allocated to the study of history varies between schools. D. Zimmerman points out that there are deep cultural and regional differences in American

society on how to teach American history. In this process, the main focus is on the goal of history education, the education of love for the country or the formation of critical thinking in the child. Modern history textbooks tell us that the history of the United States has many complex contradictories. D. Zimmerman does not hide the fact that many textbooks on American history contain historical errors and inaccuracies. An US history textbook is required in order to make students proud of their homeland, to form patriotic feelings, and to inculcate a civic attitude. History teaching methods are often imperfect. Children do not learn causal relationships, dates, names, information. This situation is not observed in all schools. In teaching methods, children are often taught only dates, names, facts and names of various battles. Instead of learning history, children simply memorize information and after passing exams, they forget it [8].

In general, the school curriculum has been "sharpened" to teach US history while being boring and impossibly censored. In American schools, the history exam is in written form. The score obtained in the exam is used to calculate one total score for the subject for the year. American textbooks grossly misrepresent historical figures and events, says sociologist James Lowen.

Thus, the system of teaching history in the United States is controlled by developed schools, historically and politically, and there are conditions for the development of society. Students are more interested in learning the history that is directly related to them, that is, children study the so-called micro-history - the history of their village, city, street or family with great interest and study the basics of genealogy in depth.

In Great Britain, as in other Western countries, history is taught "by subject". Some topics are treated in a very large, extended manner, for example, all aspects of the industrial revolution in Europe are covered in detail. "The National

Curriculum sets out only the core sections of history, from which students must 'pass' through several modules; these sections include 'world history', that is, the history of all countries except Great Britain up to 1900 and beyond. History teaching in the UK providing history lessons will even wake up those in power at night and force them to be honest.

The aims and tasks of the subject “History” the didactic and methodological basis of the programs are the same. History as a subject plays an important role in education. The state is interested in educating patriots with active citizenship. The main priorities of the state are expressed in the program. In the 6th grade, the student studies topics such as “Man in prehistoric times”, “Egypt”, “Ancient times”.

British school children learn history from an early age. That is, great attention is paid to improving the competence of thinking, analyzing, and applying knowledge in practice. Especially in the study of history, the main focus is on working with sources, not textbooks. Thus, learners learn to analyze and think critically rather than simply repeating a textbook text. Work at this level is also developed in Belarusian schools. The biggest disadvantage of the British curriculum compared to the Russian language is that here history is not taught in chronological order. The education system requires a lot of hard work to correct the shortcomings. It is desirable to revise the educational programs taking into account the age of learners, their interest and professional specialization. Starting from kindergarten and school classes, children should form a basic understanding of history through historical stories, for example, in our schools, a student is officially introduced to the concept of "history" only in the fifth grade. In the leading countries of the world, kindergarten students and primary school students regularly visit not only historical museums, but also archives outside of school.

It is necessary to strengthen the integration of interdisciplinary fields with the subject of history in order to improve the effectiveness of teaching history. It is necessary to carry out research in the fields of ethno genesis, historical anthropology, sociology, historical geography, demography, cartography, and historical informatics. It is necessary to increase the amount of scientific evidence, along with the method of their presentation in educational processes, to strengthen creative and innovative approaches, analytical forecasts and practical conclusions, which require the search and identification of new sources (9)

The current system of training future history teachers is distinguished by the following qualification requirements, in addition to equipping students with theoretical and factual materials, expanding their worldview, forming the skills of conducting scientific research, and preparing them for independent scientific work:

- to know the laws of society's development and factual materials related to the history of Uzbekistan and general history;

- knowledge of two or more foreign languages;

- the ability to find, systematize and use historical sources professionally;

- knowledge of historical knowledge and methodology of historiography;

- to acquire the basics of historical informatics, new information technologies;

- the ability to acquire methodological skills for teaching historical subjects.

Pedagogy as a subject cannot provide ready-made "products" in the field of pedagogical psychology. Such skills are acquired in the process of direct communication with children, during the analysis of the motives of their behavior, emotional and personal characteristics. The famous Russian pedagogue K.D.Ushinsky said about this, "We don't give the idea that you should do this or

that. We say to them: study the laws of mental phenomena that you want to control and act according to them” [9].

In the methods of teaching history, it is necessary to express the main blocks that describe the future professional activity of the future teacher [10]. In addition, the future specialist in history education must critically evaluate his personal and professional perspective and adapt to any activity and process approach, develop personal goals, critical success factors, performance indicators, educational goals and improvement measures, also four aspects should be formed in terms of consumers, internal processes, knowledge and training.

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