



## Some Issues of Teaching History at Higher Educational Institutions

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**Annotation:** The change in social reality has made changes in the education system of the Republic of Uzbekistan. The priority is the issue of improving the quality of education, which is associated not only with institutional and organizational changes, but also with the introduction of new teaching methods. This article discusses some issues about teaching history at higher educational institutions especially in non-specific spheres.

**Keywords:** practical training, education system, teaching history, humanitarian cycle, patriotism, tolerance, political reforms, historical figures.

The main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative as well as flexible training programs. The change in social reality has made changes in the education system of the Republic of Uzbekistan. The priority is the issue of improving the quality of education, which is associated not only with institutional and organizational changes, but also with the introduction of new teaching methods.

The problem of teaching the disciplines of the humanities cycle in non-specific universities is not new. The disciplines of the humanitarian cycle include: history, philosophy, political science, sociology, pedagogy, psychology, etc.

Currently, there is a reduction in the segment of disciplines of the humanitarian cycle in favor of professional ones. But we should not forget that the main task of the disciplines of the humanitarian cycle is the socialization of students and the preparation of graduates for successful inclusion not only in professional activities, but also in public life.

One of the fundamental disciplines of the humanitarian cycle is history. Through the study of the discipline "History", and it, as a rule, is studied in the first year, the formation of general cultural competencies that are so necessary in the future when teaching bachelor students.

The discipline "History" refers to the basic part of the block of the Curriculum of the Basic Professional Educational Program of Higher Education and it is mandatory for studying in all areas of training.

History is a discipline where the universal values of a person and society, traditions such as responsibility, citizenship, patriotism, tolerance are formed.

When studying history, university graduates form general cultural competencies that develop the ability to analyze socially significant processes and phenomena of political and economic character, apply the basic provisions and methods of the humanities in solving professional and social problems. In the humanitarian block, history most fully accumulates the previous social experience of mankind.

The discipline "History" should be considered as a necessary link in the formation of the personality of a specialist and his socialization.

Another problem in teaching history is the question of the content of the course, which should have a general or clear professional focus. On the one hand, for students of all specialties it is necessary to teach history, which in content would correspond to the state educational standard - the requirements for a mandatory minimum content and level of training.

On the other hand, practice shows that historical education should have a professional orientation. This task can be solved by introducing into the educational process special disciplines or special courses that take into account professional specifics, for example, in the direction of preparation of economics - the history of economic doctrines, in the direction of preparation of information technologies and communication systems - the history of information inventions, etc.

A combination of traditional and innovative teaching methods can improve the quality of historical education at a university. Innovative teaching methods are "focused on the implementation of the personality-developing paradigm of education and the use intellectual and creative potential of the student".

The most effective of the innovative methods in teaching history, in our opinion, is the method projects that are closely related to research activity. A large number of works are devoted to the project method in modern pedagogical science.

For higher education, an important component is not just the search for information, but also the ability to see problems in it, construct hypotheses, ask questions, observe, experiment, draw conclusions and conclusions, define concepts and classify them.

The object of activity in the course of historical design can be events, their causes and consequences, political reforms, historical figures.

Historical design activity is an integral complex phenomenon, the elements of which are meaningfully, logically and structurally related to each other. During the implementation of the project, the following stages should be distinguished:

- search and analysis of information, identification of possible topics for the implementation of projects;
- definition of the problem that students need to solve in the course of the project;
- determination of the purpose of the forthcoming work;
- drawing up a work plan for the project;
- organization of practical (research) activities to implement the project;
- Collection of information (literature, media, survey, observation, questioning, interview, experiment, etc.);
- solution of intermediate tasks;
- information analysis;
- formulation of conclusions;
- presentation of results;
- protection of the project;
- Reflection (self-assessment).

At the project presentation stage, the following forms of educational activities are used: press conferences, round tables, public lectures, and mini-conferences.

The most important result of the project activity is the competence of students in the field of history, the acquisition of specific skills and abilities.

Project activity contributes to a deeper understanding of the past and present of the Republic by students, leads to the formation of their own assessments, the development of critical thinking to overcome dogmatism in historical thinking.

An important point in the history classes at the university is the work with historical sources. Working with historical sources is aimed not only at mastering the content of historical education, but also at developing the skills of independent cognition, research work, and creative thinking. Experience shows that conducting seminar-lessons using the analysis of historical sources allows expanding, deepening and systematizing students' knowledge. Among the many methods of working with historical events, the following can be distinguished:

- reading and analysis of a historical source;
- extracts of definitions of concepts, main provisions, highlighting the main idea;
- commented reading;
- generalization of the studied material in order to describe the studied historical phenomena;
- Preparation of presentations, abstracts, etc.

The selection of sources is carried out in such a way that they reflect different views on the problem.

Thus, the use of innovative pedagogical methods in teaching history makes it possible to identify and develop the creative abilities of students, teach them to solve new non-standard tasks, educate the business qualities of a new type of worker.

Summing up the above, it should be concluded:

It is necessary to more clearly define the general structure of the discipline "History" and include topics of professional orientation.

In general, the result of studying the "History" subject should be the acquisition by students of systematized knowledge about the driving forces and the main patterns and features of the historical process of the Republic of Uzbekistan and the world community; formation of civil qualities patriotism, internationalism; awareness of the role of the people and individuals in the development of society; knowledge of moral values of mankind in their development.

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