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INNOVATIVE APPROACHES TO TEACHING HISTORICAL SCIENCE

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ABSTRACT

The article focuses on innovative approaches in the process of organizing historical education on the basis of modern approaches. The history lessons provide vivid and analytical examples of innovative teaching. Examples of coverage of the contribution of the people of Uzbekistan to the great victory over the German - fascist invaders in the process of teaching the "History of Uzbekistan" are based on innovative approaches. In the process of radical reforms carried out in "New Uzbekistan", important points were also expressed about the importance of teaching historical education on the basis of innovations.

KEYWORDS: Innovation, Science, Skill, Modern Lesson, Education, Training, Knowledge, Curriculum, Program, Style, Textbook, Technology, Competitive, Integration.

INTRODUCTION

Significant reforms are being carried out in "New Uzbekistan" to equalize the education system in all spheres, as well as in the world standards, and today's globalization is preparing competitive personnel on a global scale. On the need to rely on innovations in the successful implementation of these processes, esteemed President Shavkat Mirziyoyev gave instructions to the consul in the buzzing of those who started to build a new Uzbekistan:

".....Who will win in the current period, when the times are rapidly developing? A new idea, a new idea, a state based on innovation will win. Innovation means a great future. When we start our great future from the today, we must start it exactly on the basis of innovative ideas, innovative approaches".

Teachers who teach history in general secondary schools will be able to meet the constructive requirements for reforming the education sector on an innovative basis, if they organize modern lessons on the basis of innovative ideas and innovative approaches. In the sources “pedagogical innovation is recorded as innovations and changes that are introduced into pedagogical activity, educational content and technologies in order to increase their effectiveness”.

The fact that the teacher of historical science also follows this definition and introduces innovations in his lessons increases the quality and effectiveness of education. To do this, it is necessary for teachers of historical science to enrich the subjects specified in the curriculum, programs and textbooks of general secondary schools with the necessary innovations at the level of modern requirements and to integrate them into the minds and hearts of students using innovative educational methods. For example, the contribution of the people of Uzbekistan to the great victory over the German-fascist invaders cannot be completely passed on the basis of the data of the 10-th class textbook published for students of secondary schools, which is now in practice.

Methods: A new period of study of this period of the history of Uzbekistan under the leadership and initiatives of the Distinguished President of our country Shavkat Mirziyoyev has begun. Archives with information on this topic were opened, and on the basis of the information provided by scientists from Uzbekistan and the world, completely new historical data were found and published.

As soon as the teacher of historical science has thoroughly studied these data and conducted a lesson using the method of “comparative analysis” in order to compare it with the old data, the students will understand the subject on the basis of modern requirements and their interest in knowing the innovations in the field of historical science will increase even more.

Results: The contribution of the people of Uzbekistan to the great victory in the fight against the German-fascist invaders was built in Tashkent on the initiative of the esteemed President Shavkat Mirziyoyev, an example of the content and essence of the monument “Matonat madhiyasi” (“Anthem of perseverance”), which is the only one in Central Asia now, is an explanation, as well as an arrangement of watching the film “Ilhaq” dedicated to the courage of Zulfiya aya Zakirova, organizing a round table or debates based on students' opinions about monument and film content will also help students to master innovations in the field of historical science.

Such collaborative activities of students (round table, debates and dialogue) motivate them to think independently, to seek creativity, to take initiative and to be creative. With this, educators-scientists for many years asked the question “Why do we train?, What do we train?, How do we train?, How can effective and resultant training be achieved?”. We will be composed of the answers to these questions. This process is evident in improving the quality and effectiveness of education through the use of innovative teaching methods in the organization of modern lessons.

The contribution of the people of Uzbekistan to the great victory of the German-fascist invaders in the Second World War, relying on the innovations that are the results of research in the field of the science of history of Uzbekistan, and the analytical explanation using the presented table data also provides a wide opportunity to find answers to the questions put forward by:

№	Information available to date	New data revealed as a result of research	Comment
1	It was said that about 1 million 500 thousand Uzbeks were engaged in the war.	In fact, about 1 million 951 thousand people were mobilized for war. It was found that 1 out of every 3 people participated in the war.	The names and destinies of 451 thousand compatriots were unknown
2	Information about how many of those who were exiled to other countries as “Ears” participated in the Second World War was not complete.	It was found out that more than 59 thousand of our compatriots, exiled to other countries as “Ears”, were mobilized in the army in the movement.	The fate of more than 59 thousand of our compatriots remained unknown.
3	It is said that 396 thousand citizens of Uzbekistan were killed in the war	In fact, more than 538 thousand citizens of Uzbekistan were killed in the war	The fate of more than 142 thousand citizens of Uzbekistan has been neglected
4	It is indicated that the number of Representatives of Uzbekistan awarded with combat orders and medals is 120 thousand people	In fact, more than 200 thousand of our soldiers and officers were awarded the state prize of combat	More than 80 thousand soldiers and offices were ignored.
5	280 people from Uzbekistan were awarded the title of Hero of the Soviet Union	In fact, 301 people of Uzbekistan were awarded the title of Hero of the Soviet Union	Information about 21 Uzbek Heroes of the Soviet Union has been ignored
6	It is indicated that more than 100 industrial enterprises have been transplanted from the Front regions to Uzbekistan	In fact, 151 industrial enterprises have been transplanted in front regions and products for front needs have been produced in Uzbekistan	Reconstruction and commissioning of 51 plants transplanted from the Front regions did not take into account the work of the people of Uzbekistan
7	During the War, 1 million people were transferred to Uzbekistan, of which 200 thousand were children.	In fact, 1 million 500 thousand people, including more than 250 thousand children were evacuated to Uzbekistan	About 500 thousand people and more than 50 thousand children who were transplanted were not given information. The Uzbek people shared with them one last piece of bread.

In the organization of modern lessons, teachers of historical science should inform the students about something else, so that there are some innovations, in order to introduce them into life,

certain material support will also be needed. Because we should say that the individual's capacity to spread such innovative ideas across the country could not be enough. In the teaching of the history of "Ancient Rome", the following example, which is not present in the current textbooks, attracts the attention of students. The purpose of this study is to enable students to understand the content of innovation in the example presented.

In ancient Rome, the name Oppian was a poet who wrote poems and epics on various topics. Emperor Aurelian awarded him for his epic "Fishing". The emperor's compliment intrigued the Romans, who read Oppian's epic "Fishing", and as a result, many of the inhabitants learned to fish and began to enjoy a new blessing on the table of the country's inhabitants. In this place, the teacher encourages the student to observe. Reader "Do the observation!" and supporting interactive techniques such as "Summarizing", encourages readers to find out what innovation is in this example. Pupils will realize that the Emperor was instrumental in spreading the new fishing ideas put forward in the poet's epic. In this way, the population has mastered fishing well and as a result, the administration of the country has been achieved. They will also understand the need for material incentive and support for the implementation of some innovations through the concrete example presented.

DISCUSSION

Such examples presented in the lessons of modern history encourage students to persistently master science innovations, to introduce innovations in socio-economic and cultural spheres into life and to further contribute to the fate of the country. Unfortunately, the need for the use of innovations in modern textbooks in the curriculum, programs and textbooks on the subject of the proposed history for secondary schools in general has not been fully taken into account.

Therefore, the President of the Republic of Uzbekistan Shavkat Mirziyoyev, having thought about the educational plans and programs of educational institutions, criticized the fact that "The introduction of modern educational plans and methods is not at the required level".

It is necessary that the teacher of historical science, through the use of innovations in his lessons, give students modern knowledge and prepare the ground for them to become world-class competitive cadres. The teacher himself determines the methods of innovative activity of the teacher, based on the criteria of consulting, systematization, efficiency, result and application of the acquired knowledge in life. In order to achieve the intended purpose, the lesson will be able to use ICT, tables and schemes, dissemination materials, historical maps, contour maps, video graphics, multimedia, artistic literature, historical sources, thematic films, internet materials, advanced pedagogical technologies and interactive methods.

CONCLUSION

An innovative approach to the teaching of historical science is an important activity of the teacher of historical science, which gives the students the opportunity to learn science innovations perfectly. They encourage independent thinking, critical analysis and logical conclusions and always strive for innovation. In fact, innovative education is the foundation of a great future, and the use of innovations in modern lessons is a guarantee of further development of historical education in Uzbekistan.

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