PROBLEMS ARISING DURING THE DEVELOPMENT OF STUDENTS’ INTEREST IN NATIONAL VALUES WHILE TEACHING THE SUBJECT OF THE HISTORY OF UZBEKISTAN AND PEDAGOGICAL MECHANISMS OF THEIR PREVENTION

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PROBLEMS ARISING DURING THE DEVELOPMENT OF STUDENTS’ INTEREST IN NATIONAL VALUES WHILE TEACHING THE SUBJECT OF THE HISTORY OF UZBEKISTAN AND PEDAGOGICAL MECHANISMS OF THEIR PREVENTION

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Abstract. This article provides detailed information on the pedagogical problems that arise when pupils become more active during the lessons of the History of Uzbekistan, develop their interest in national values, the reasons and ways to eliminate educational gaps in pupils’ knowledge and the tasks assigned to teachers in organizing and managing the pedagogical process. It also shows the pedagogical mechanisms of creating a creative environment in the classroom by strengthening pupils’ knowledge in the field of the subject by directing them to independent work, i.e. by referring to research work. Teachers of the History of Uzbekistan were given pedagogical advice on how to explain historical information to pupils in a logical sequence and form their ability to work with historical sources and literature, objectively assess the knowledge and competence of pupils.

Keywords: competence, qualification requirements, national values, universal values, mentality, pedagogical process, pedagogical skills, educational space, family tree, customs, religious values, rituals.
учителями при организации и управлении педагогическим процессом. В нем также показаны педагогические механизмы создания творческой среды на уроке за счет укрепления знаний учащихся в области предмета путем направления их к самостоятельной работе, т.е. путем направления к научно-исследовательским работам. Преподавателям предмета “История Узбекистана” были даны педагогические советы о том, как в логической последовательности объяснять учащимся исторические сведения и формировать у них умение работать с историческими источниками и литературой, объективно оценивать знания и компетентность учащихся.

Ключевые слова: компетентность, квалификационные требования, национальные ценности, общечеловеческие ценности, менталитет, педагогический процесс, педагогические навыки, образовательное пространство, родословное дерево, обычаи, религиозные ценности, ритуалы.

Introduction. The concept of national values is not only of material and spiritual richness created by certain nation in the course of its natural, historical and social development, but also cultural and spiritual heritage of the territory in which they reside, national culture, language, national identity, the spirit of the nation, its history, the past, growth, and way of life, the order of reflection of the most common aspects of the values of the nation in the system of shared values [2]. Historic heritage, which does not lose its value forever, called the national values [1]. National values is a form of identity associated with the ethnic aspect and characteristics important to the nation. There is not a single nation in the world that does not have its own values. National values are manifested in an indissoluble connection with the history, way of life, spirituality, and culture of the nation [3].

Methods. Teachers of the history of Uzbekistan are advisors for obtaining a logically coherent understanding of historical data by teachers, providing theoretical and practical knowledge during the lesson on the formation of their historical-resource and literary research competencies, along with a holistic assessment of pupils’ knowledge and competencies, as well as directing pupils to acquire knowledge and choose the most effective teaching methods. The subject of the lesson should be fully mastered by teachers, that is, to formulate the skills of thinking, analysis within the subject, as well as to create a motivational environment in the classes of interdisciplinary disciplines within the project (economics, political science, geography, literature), historical sciences (archeology, ethnography), auxiliary historical sciences (palaeography, diplomacy, genealogy, heraldry, sphragistics, epigraphy, historical metrology, numismatics, bonistics, chronology, archival science, toponymy), by linking and using the visual principle with the help of (historical facts, schemes, diagrams, figures) in order to create an atmosphere of healthy competition among teachers.

Discussion. Our observations have shown that in the educational process, the main basic competencies that should be formed in pupils, such as communication, working with information, self-development as a person, awareness of innovations in civil, general, mathematical literacy, science and technology, are implemented and improved in harmony with the formation of competencies related to the subject within each of them. Education based on the competence approach creates an opportunity for pupils to apply the acquired knowledge, skills and abilities in their personal, professional and social activities. The development of modern education requires hard work, innovation, initiative, creativity, harmony with the times, deep mastery of the basics of their subject, possession of scientific potential and spiritual improvement. Therefore, in order to educate pupils engaged in the education and training of youth in the process of education as a harmonious person, it is necessary to pay attention to the fact that they use the universal values of national humanism, know well the traditions, national values, the spiritual heritage of our great thinkers and apply them in their lives.
In our opinion, teachers should perform the following tasks in the proper organization and management of the pedagogical process, as well as in social life:

- organization of self-study of the subject on the basis of the state standard of education and state requirements;
- develop evaluation criteria taking into account the content of the subject of history, the qualification requirements for the subject, the competencies that will be formed to achieve the result;
- on the basis of the curriculum for the subject, it is important to have the ability to set teaching, educational and developmental goals of the educational process within the subject, as well as the ability to correctly select innovative pedagogical technologies used to achieve the goals of the lesson, and to fully rely on the composite structure of the lesson stages;
- pay special attention to the history of statesmen and generals connected with the history of our Motherland, the courage of the national heroes of the Uzbek people and the study of the scientific and spiritual heritage left over from our ancestors;
- the right choice of pedagogical technologies and didactic tools that are used in the performance of tasks to achieve results;
- use of advanced pedagogical experience and information and communication technologies in the pedagogical process;
- methods of solving educational gaps and problems by collecting and analyzing information based on questionnaires and interviews among pupils, developing optimal tools and pedagogical mechanisms;
- to educate the pupils in the spirit of spiritual enlightenment, knowledge of the essence of national values, loyalty to the ideas of independence;
- know and apply age-related educational psychology, social psychology, youth physiology, and school hygiene;
- the concept of the pupil’s inner world;
- possess excellent knowledge in the social sciences, be aware of the achievements and shortcomings of the world in their profession, field;
- knowledge of pedagogical techniques (logic, speech, expressive means of teaching);
- the need to constantly improve their knowledge and pedagogical skills.

It is necessary to coordinate the activity of the subjects (teacher-pupil) in the performance of their functional tasks in the tasks aimed at the proper organization and management of educational process towards the goals of achieving excellence in the planning, organization, control, analysis and evaluation of the activities of the participants (teacher-pupil), at the end of each section on the subject of history of Uzbekistan held a mid-term monitoring and assess the level of pupils’ knowledge. The grades received by pupils are analyzed, and it is very important to re-master the missed topic. As a result of the observation process, the results of the survey, the control work received from pupils and conversations with pupils and teachers, the following reasons for the occurrence of educational gaps were identified:

- the inability of the teacher to fully achieve the educational, developmental and educational goals in accordance with the requirements for the lesson (the time allotted for the lesson and the abundance of basic information that must be mastered within the subject);
- limiting the possibility of forming a complex of subjects (history of the Motherland, World history), additional educational content (scientific and methodological, didactic materials, audio and video base) with a weekly load of the teacher in the context of classes that provide full knowledge of the subject;
- organization of the educational process without observing the provisions of the technological map drawn up for the lesson, and non-compliance with the time standards;
- lack of advanced theoretical and practical knowledge on each item of the lesson plan and the teacher’s limited ability to provide general information on the subject;
- insufficient attention to pupils’ age and psychophysiological characteristics, as well as insufficient adaptation to the pedagogical environment of the educational process;
- lack of pupils’ interest in studying the history of the area and the country in which they live, methods of awakening motivation in the educational process;
- the passage of lessons in the traditional education system, the lack of creativity of the teacher, the lack of new pedagogical technologies;
- non-compliance with the evaluation criteria of the teacher when assessing the pupils’ knowledge, pupils’ knowledge is superficial and relative, in relation to the pupils’ knowledge of the class,
- inability to develop criteria for evaluating tasks given for independent work;
- lack of a competitive environment when evaluating pupils’ knowledge;
- the lack of a system of variable tasks, assuming the ability and level of knowledge of pupils, stratified, setting the degree of complexity, as well as the inability of pupils to independently choose tasks for independent work;
- the lack of formation of the bank of methodological tasks, structured in accordance with the physiological, psychological and mental abilities of pupils, designed to perform tasks;
- lack of skills and qualifications of pupils when working with a map, contour map, map without records;
- the lack of formation of the skills of social studies teachers to use the latest achievements of science in the education system due to their lack of foreign language and information and communication skills;
- lack of formation of pupils’ skills to work with sources and additional literature;
- the lack of formation of pupils to analyze historical events, write essays and statements on historical topics, and this practice is practically not used in history lessons;
- workbooks intended for performing thematic independent tasks are not implemented;
- absence of the pupil in the lesson for no reason;
- lack of additional training with pupils who have mastered the subject for a satisfactory and unsatisfactory assessment;
- lack of cooperation with the pupils’ parents who have mastered the subject for a satisfactory and unsatisfactory assessment;
- lack of effective use of existing educational films, virtual video tutorials, visual aids and equipment on subjects, lack of motivation to study the subject among pupils;
- pupils’ inability to conduct comparative analysis, linking their theoretical knowledge with social life, limiting only the information provided in the textbook;
- the lack of the teacher’s work with pupils, depending on the level of education, the level of knowledge, the degree of mastering, the inability of the teacher to work individually with pupils in a stratified form, and other circumstances.

In the pedagogical process, the topics that pupils have mastered are determined by the results of external monitoring. But the departments of public education of districts and cities do not have the opportunity to improve the quality of education monitoring in every secondary school. This process can be carried out by an internal control group established at the school. When assessing pupils’ knowledge, the teacher evaluates the level of pupils’ knowledge in the framework of performing independent tasks, writing answers to a question-answer, test questions with or without control questions, with an interval of 10-15 minutes in the beginning part of the lesson. But during this time, the teacher will not be able to deeply analyze the knowledge that each pupil, their complete
assimilation of the subject. The teacher can assess pupils’ knowledge during the lesson, but there is little chance that the pupil will understand the meaning and essence of the subject, will be able to analyze the subject, will be inextricably linked with the subject in the previous lessons, will have the opportunity to compare side, pupils will be able to learn some basic phrases, information on the date of the event under the theme of whether they are remembered or not. However, do not fully formed skills of knowledge, learning, understanding, comprehension, application, analysis and synthesis problems in the subject, expressing their opinions about historical events, historical evaluation of the situation and the conclusion, which discusses the pedagogical principles underpinning the purpose of historical science and the level of knowledge, skills, qualifications and competence. To do this, the teacher must be able to formulate hypotheses and opinions about the period in the pupils’ minds, not to remember historical events and chronological information, but, perhaps, fully understand the meaning and essence of historical events, act as an assistant in the formation of the analysis skill. Basically, this process is manifested visually, that is, it is formed by showing videos, working on pictures, maps, diagrams, and reading fiction. After the formation of pupils’ oral speech and creative abilities, they develop the skills of understanding historical events, historical terms, historical spaces, and their written expression [4].

In filling the gaps in pupils’ knowledge, their involvement in scientific circles in their free time also gives a good result. To avoid gaps, it is recommended to talk to pupils individually or collectively, provide theoretical and practical understanding of topics that pupils have difficulty mastering during the lesson, organize targeted readings, conduct more questions and answers, as well as work independently, mobilize for research work. The dedication of the teacher in conducting classes in the circle is important, it depends on his ability to convey to the pupils the necessary knowledge, the skill of the teacher and a good knowledge of the methods of teaching history. We will achieve an increase in the effectiveness of education if the administration of the educational institution and the teacher take all necessary measures to ensure that pupils can come to the classes of the circle at their own discretion.

The subject of the history can be achieved by developing pupils’ interest in national values, as well as by involving them in independent work, that is, in strengthening their knowledge of the subject. You can create an atmosphere of creativity in the classroom by directing pupils to conduct independent research work. It is also necessary to carefully familiarize the pupil with the history of the native land, the city, that is, to determine the formation of such noble ideas and thoughts as the direction of studying the history of the country, respect for historical and cultural monuments and their preservation as a priority task. When implementing these noble ideas, we conditionally perform practical tasks and conduct research in the following areas:

The first direction. Drawing up a family genealogy. In chronological order, the pupil builds his family genealogy. He talks with his family and close relatives about what kind of family he belongs to, tells the story of the origin of the genus, prepares a graphic presentation.

The second direction. On the territory of the settlement, toponymy is studied (the history of the origin of the names of pilgrimage sites, villages, neighborhoods, streets). About the past and present naming of toponyms, about the history of naming, about the comparative analysis of the aspects of similarity of these toponyms with other toponyms. About toponyms writes down the marks of the elders in notebooks. In addition, the uses existing sources in literature, newspapers and magazines, social networks and the media. Prepares presentations in the form of a slide.

The third direction. Conducts research work on the history of monuments, architectural structures (historical place, historical buildings, historical monument, historical object, house-museum, historical shrines, pilgrimage, mosque, statue, bust, etc.) in the territory where he lives, studies the history of material monuments, prepares photos and videos.

The fourth direction. Collects detailed information about regional traditions, religious values,
holidays, rituals, national clothing, crafts, history of professions, cooking, hospitality, respect for adults, traditions related to agriculture and cattle breeding, national sports games and prepares a presentation.

The fifth direction. Formation of skills for working with additional literature and scientific sources within the framework of a historical topic. Based on the pupil’s interest, he develops and conducts independent research with the involvement of additional literature and sources on the historical event, the historical process, the historical person, the historical city. The pupil independently works with additional literature within the framework of the historical topic. In the formation of skills of working with scientific sources and their analysis, the teacher is obliged to provide assistance, conduct scientific research together with him. The summary, which the pupil has prepared independently, protects his independent work during the lesson on the basis of the plan.

The sixth direction. Orientation of senior pupils to prepare dissertations, articles for national scientific conferences. Through the preparation of a dissertation, a scientific article in cooperation with the pupil and the teacher, the creative, research abilities of the pupil are formed.

The seventh direction. The pupil is engaged in studying the life and activities of people who lived and worked in the territory where he was born. It also provides assistance to the administration of the secondary school in the organization of the museum of local history museum, related to the achievements of the teaching staff and pupils of the educational institution. Based on their capabilities, pupils provide historical objects of material and spiritual value to the local history museum, which is organized in the educational institution. Model lessons on the subject of history, which are organized in a comprehensive school, are taught to increase the effectiveness of lessons by organizing them in a local history museum.

Conclusion. In conclusion, it should be noted that in order to strengthen pupils’ knowledge on the subject of the history and apply the theoretical, practical knowledge and skills they have acquired to life, it is necessary to productively use every minute of the lesson by the teacher so that there are no educational gaps in the assimilation of new information by students.

References

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