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## **ISSUES OF USING NEW APPROACHES TO TEACHING HISTORICAL SCIENCE**

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**Abstract:** This article discusses the problems of applying innovative methods of teaching history in secondary schools in accordance with the modernization process. Methodical recommendations on the use of interactive methods of teaching history and the organization of independent work of pupils are provided.

**Keywords:** history, competence, competency-based approach, situation study method, research method, modernization, interactive methods.

Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No PF-5712 "On approval of the Concept of development of public education in the Republic of Uzbekistan until 2030" stipulates that graduates of school education have such qualities as initiative, mobility and constructiveness. Indeed, the desire for lifelong self-learning, the ability to make independent decisions, and an understanding of the need to put the latest technology into practice is a requirement of the times. The process of acquiring the skills of the new century by pupils can be successful only if young people have the active independent activity, including the ability to work with information and create their own information flow [2].

The issues of applying new approaches to the teaching of history at the stage of general education in domestic and foreign scientific circles have repeatedly been the subject of discussion. Modern Russian researchers have estimated that the search for a new content and methodology for teaching history means a transition to modern teaching technologies and it has the cognitive significance of historical images created by pupils in the teaching process, emphasizing that the cognitive significance of historical images created by pupils in the teaching process, which is the basis for the formation of specific historical images and historical concepts and said the broader and richer the content of past images and paintings is, the more meaningful and sustainable these concepts will be. [6-12 p].

In our opinion, interesting approaches to teaching history include proposals "direct use of the concepts, principles and thinking system of Natural Sciences". It focuses not on the study of individual events of the same type, but on the "study of extraordinary, important events and happenings." After all, it is important that the result of the study of history should be not only solid knowledge, but also the ability to explain past events and establish

cause-and-effect relationships, taking into account objective and subjective factors in the development of society. [8].

A study of the References: on the issues discussed in this article [7-10] has led to the following conclusion: to date, many practical problems of introducing innovative methods for teaching history in modern education have been left out of the focus of researchers.

During the review of various historical conflicts, the most important skills for receiving, analyzing, and generalizing information from the past are developed, creating an intellectual strain that allows pupils to increase and disseminate information flows. In our view, problematic and playful forms of teaching are promising and provide an opportunity to organize scientific polemics in the classroom in a free, open manner without the teacher's prestige and pressure. In the discussion, a creative understanding of historical facts, events, processes, and phenomena are combined with a review of the past in terms of lost historical alternatives, a critical evaluation of information, and the resolution of complex problem situations. Giving pupils the same principle to understand the reality of modernity further enhances the prognostic function of historical research in the thought process. For example, in 7th grade history lessons on Uzbekistan, Genghis Khan's invasion or Amir Temur's state we use a method of stimulating historical character tests called "Is Genghis Khan or Amir Temur a bloody tyrant or a well-known politician?". Pupils receive a syllabus in advance, define a References:, and a position of defense or indictment. The main questions on the given plan are discussed with the teacher. In our opinion, it is impractical to direct future discussion in advance because this form of lesson involves learners' independent creative work, demonstrating their ability to use historical knowledge and facts, evaluate, express and support their opinions.

From the method of studying the problem or the method of specific situations we can use conducting such themes as "Amir Temur is the founder of the centralized state", "The crisis of the Temurid Empire"" in "History of Uzbekistan", "The significance and consequences of the events of 1916 in Turkestan" in the lesson "History of Uzbekistan" for 9th grade, "Communication of Uzbekistan with Central Asian countries" in the lesson "History of Uzbekistan" for 11st grade. The chosen method helps to activate the cognitive process based on the analysis of real situations and is aimed at developing the general communicative and intellectual potential of pupils. First of all, a group discussion holds, then each participant states his or her personal position.

A distinctive feature of the case-study method is the absence of a single correct decision, which allows you to choose a decision-making algorithm and at the same time, get acquainted with the elements of research.

However, case studies can also be applied by a method of simulating historical character tests, when pupils are well-prepared and they are not only able to gather the information they need, but also have the skills of stable communication and independent work. Pupils are interested in the discussion of the topic "The Plague Uprising in Tashkent", "The beginning of the national liberation movement in Turkestan and its causes."

During these interactive forms of group work, "a particular situation in the past is modeled, people who are participants in a particular historical period often "come to life" and "act" in the historical drama, contribute to the development of pupils' analytical thinking, forming the ability to create a system of debate in terms of alternative historical critiques. By rationally assessing events in the past, and on this basis looking at the present, pupils learn to make knowledge-based decisions, becoming subjects of social relations.

It should be noted that if pupils are conducted on topics with basic knowledge and the selected topics are not classified as highly qualified, the training sessions are conducted in the form of discussions, debates, role-plays, and so on. In addition, the strategy for dealing with historical issues should envisage a gradual transition from a simple statement of evidence to a broader statement of the problem.

Asking a problematic question before each new topic eliminates the contradiction between updating its next presentation, understanding it, and the knowledge factor required by the audience. With the help of such an organization, the lecture becomes a dialogue that stimulates the cognitive activity of the listener, mimics the research process and creates its own special intellectual tension. However, during the lesson, both the teacher and his or her pupils can be actively involved in advancing the main issues of the discussion.

Applying the problem-based approach in lecture work requires high skill and great preparation from the teacher.

Another way to increase pupils' interest in the science of history is through project work, an opportunity to gain a deeper understanding of the historical past and its relationship to the present, the opportunity to recognize the specific conditionality of its unique position as a creator of history. The study of history without relying on historical sources leads to a simplified, clear understanding of historical reality, turning the process of cognition into a delusion in alien intellectual labyrinths. In this regard, it is important that pupils use electronic resources that store historical archives when working on projects [13- 91-p.].

Participation in projects allows pupils to engage in real research, during that time they put forward hypotheses, find solutions to questions,

formulate their point of view, prove their position, draw conclusions, improve innovative ways of presenting material [11- 13p].

In the process of such activities, pupils develop the ability to objectively evaluate a particular historical situation from rational and ethical positions, improve communication skills, and develop the ability to consciously consider and accept other people's opinions through emotional involvement in group work.

Thus, a modern approach to teaching history in secondary schools includes contributing to the formation of pupils' creative, independent thinking in the learning process, curricula and many interactive ways of mastering didactic tools.

Involvement of methods and tools similar to those mentioned in this article is an important factor in training not only highly qualified specialists, but also active citizens of the country, helps to shape and develop the ability of young people to make informed decisions as a social subject.

In the STEAM approach introduced in Educational standards and education system based on competency approach the goals and objectives set for pupils and teachers can be achieved through the use of innovative pedagogical technologies that include problem-solving, design, play methods and techniques that stimulate pupils' mental activity.

Forms of communication (interactive), practical discussions, debates, discussions between teachers and pupils help to understand each other, solve educational problems together and acquire positive communication skills of pupils. In our view, the redistribution of study time in school education should be considered as a discussion of the issue in order to increase the share of independent work of pupils in the curriculum.

Furthermore, we have important tasks ahead of us, such as the development of organizational and pedagogical conditions, pedagogical and psychological capabilities, principles and organizational foundations of the science of innovative history.

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