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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 04 Volume: 84

Published: 12.04.2020 <http://T-Science.org>

QR – Issue



QR – Article



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## EFFECTIVE METHODS OF TEACHING HISTORY

**Abstract:** History is a record of past human actions that occur on the surface of the earth. Teaching methods are different principles and methods that are used to teach students in a learning environment. The method of teaching history and the basis for correcting lesson plans, as mentioned earlier - is a complex process that includes interrelated and moving components of the designated learning goals, content, knowledge transfer and management of their assimilation, students' learning activities, and learning outcomes.

**Key words:** history, innovation methods, education, pedagogical technology, ICT, teacher-student.

**Language:** English

**Citation:** Karimboyeva, S. (2020). Effective methods of teaching history. *ISJ Theoretical & Applied Science*, 04 (84), 186-188.

**Soi:** <http://s-o-i.org/1.1/TAS-04-84-34> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.04.84.34>  
**Scopus ASCC:** 3304.

### Introduction

UDC 37.02

The goals of teaching history as a subject determine the content of teaching using various methods. In accordance with the goals and content, the most optimal organization of teaching and learning is selected. The effectiveness of this organization of the pedagogical process is gradually checked by the results of education, upbringing and development. The methods used by the teacher will depend on the skills or information that the teacher would like to pass on to their students.

Some of the most common methods for teaching are those that help the learner in memorization, class participation, recitation, and demonstrations. Although these teaching methods are widely used at the moment, each teacher has their own teaching method. Teachers should be flexible in their methods and often adjust their teaching style to accommodate their students. Effective teaching methods are important tools that can help a student achieve success in the classroom. Each student has their own personality and ability to learn. There are several factors that a teacher should consider when choosing a teaching method for their students.

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students. Determining factors for choosing a learning method include the student's interest and basic knowledge, as well as their environment and learning abilities. The teacher also helps his students learn through various tutorials. Instructors use appropriate teaching methods to help students understand and complete tasks in the classroom. A few factors are the most important categories of methods of teaching history are the objectives of training, content of education, structure of historical knowledge, the sources from which students derive their knowledge, forms of educational work units of the learning process, methods of thinking etc. All these nuances are reflected in the lesson. But also an important problem that the theorist and the practitioner have to solve is determining the type of lessons.

Since each lesson, being a learning process and a course content system, belongs to a particular type - a group of lessons that has certain integral features. The types of lessons affect the quality of learning and development of students. Various teaching methods often include lesson plans that students can use to help save and restore information. The various teaching methods used with lesson plans are explanation, demonstration, and collaboration. The explanation is similar to a lecture that contains detailed information about a specific subject. Demos are used to provide visual learning opportunities from a different

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perspective. Since each lesson has its own structure, the structural elements of the lesson are very mobile: knowledge testing (interviewing students) may occur before explaining new material, during the explanation process, or not at all during this lesson. When developing a specific lesson, I remember that an effective lesson can only be based on the interdependence, interaction, and interpenetration of the lesson content and its methodology.

Techniques for studying factual material: figurative storytelling, in which the main historical facts are presented using graphic clarity; role-playing, in which students get the role of participants in historical events or business games, where students get the role of contemporaries and actively oppose each other in the game. Types of teaching methods there are two main types of teaching methods, which are the "no participation" method and the "participation" method, they are considered as the main categories, although the "no participation" methods can only use those types that can be used as a lecture method. This method is more effective for a large number of students in the class. The following are the main teaching methods that are used as co-educational methods, especially in the teaching of history; Storytelling method, this method is mainly used as the main method of teaching, especially in classes where the smallest number of students. For a class session, you can choose a specific topic and tell a story to engage students in understanding the lesson.

Various literary sources - that is, works whose authors were witnesses or participants in the events described can carry a lot of information. In fact, these sources contribute to the knowledge of the past, but their use should be fragmentary and pre-selected. The use of fiction helps to recreate the pictures of everyday life that were relevant at the time of writing literature, social relations. A brief retelling of a work of art and a task to identify the details so that students will read it, strengthens, I dare say, cements the material studied, which helps to acquire knowledge.

Demo method. A learning strategy is a carefully designed plan of action to achieve a goal, or the art of developing and implementing such a scheme. This is a detailed and systematic plan of action. All this is done to help students get access to information. Teaching strategies should focus on using audio-visual, audiovisual, and kinesthetic tools. The demo method can be used in a small class.

Questions and answers. This method also applies to a system that uses classroom teaching to make sure that students remember information. The main scheme in this method is the selection of the right information, in this situation, the right questions. Since the study of history is level - based, for each level, providing questions based on the level is a very important factor.

Method of debate. This method is used by the teacher depending on the individualization of the

class. "The achievement of educational goals depends on the method used. If the goals require the student to list, mention, or name, then the teaching methodology, strategies, and methods must address the mention." Example, if the academic goal requires the student to be prepared for the debate strategy.

The training method should be experimental and demonstrative. The method is a special guest. A guest is a person who is a new / unfamiliar person who visits a certain area with a person of a certain purpose who is not a native of a certain place. This method is one of the methods that can be used when teaching the subject of history. Therefore, using this method of teaching, the teacher should share some ideas with the student, although the teacher has more knowledge. "Prior knowledge of the student is considered very important. It is much easier to create a large and extensive channel of knowledge from a fountain where you can dig a fragment of knowledge." A teacher is an artist, because learning itself is an art that requires someone to create multiple methods or techniques used for teaching.

Method of explanation. This is a method in which teachers typically use a lesson from different sources to brainstorm their student and provide them with an understanding of the lesson. Here, the teacher acts as the head teacher, and students usually listen to his words when explaining.

Method of the study tour. This method is used in a small classroom, where the teacher is encouraged to pull students out of the school community to use different learning environments. For resistance, learning can also take the student to historical places, teaching them about the source of historical information. There are several factors that determine the choice of methods used in teaching the subject of history. The nature of the students. For example, students with slow rhetoric or students with fast preparation. If the number of students with slow rhetoric in the class is higher than that of faster students, this will force the teacher to use a method that makes it very easy for students with slow rhetoric to understand the lesson or thesis. Here are some of them: Determining the number of students in a class. This will help the teacher choose the best method to use when teaching the subject contained in certain topics. For example, if there are about 35 students in a class, the teacher can easily manage this class, but a large class of about 80 students can be more difficult to manage.

Availability of textbooks. Instructing the training material that the instructor uses to install and use for students should emphasize the necessity of the subject. The instructor will have to use a method that will allow students to understand the lesson in time and learn how to create the provided object and be auxiliary for all students. Educational philosophy of the country.

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The country's education-based philosophy has greatly influenced the development of the lesson, as well as the choice of methods that can be used to teach multiple subjects. Ability and preference of the teacher. If the teacher is competent in the subject in which he or she teaches the class, it is easier for him or her to choose the best way to teach the subject. The cultural aspect of society. For example, if a particular society has its own behavior when learning vocational training, it actually belongs to a class and establishes a method that can be easily understood for all students in a particular class. This method is used when learning the history of object definition. For example, teachers are always looking for an exam format and

teach students in a way that they can answer the exam they are expecting.

Time limitation. The time of teaching a foreign language is actually limited by time. In order for a particular teacher to establish a teaching method, they must first consider the time available to cover the topic. Conclusion for any teacher teaching history, understanding that the history of learning is an art, and it requires a person to be creative in determining the subject that will be applied in teaching multiple topics, for example, teaching different topics is different from teaching planned lesson development, so they need a creative teacher who can create different methods that will be applied depending on the nature of the subject and topic.

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