

THE INFLUENCE OF THE CONTENT AND METHODS IN TEACHING HISTORY ON THE NATURE OF THE COGNITIVE ACTIVITY OF STUDENTS

Kabilova Gulnora,

SamSU academic lyceum, Samarkand, Uzbekistan

Igamberdieva Dilbar,

SamSU academic lyceum, Samarkand, Uzbekistan

Kurbanov Erkin,

SamSU academic lyceum, Samarkand, Uzbekistan

Abstract: In order for the learning goals to be an effective factor in the process, their definition should not be arbitrary, but scientific. It proceeds from the general tasks of learning, but takes into account all its conditions: the development of students, their knowledge and skills, the equipment of the educational process, the number of hours for teaching. subject, etc. The scientific nature of the definition of learning goals requires that they be real, that is, achievable in objectively existing conditions, but at the same time would be achieved only with certain efforts of the teacher and students and would ensure the development of the latter. The process of increasing the effectiveness of teaching history in the academic lyceum.

Key words and phrases: Adequate images, perceive historical events, phenomena, nature, objects, educational communication, involuntary attention, historical images

Teaching history, like any other subject, presupposes, first of all, the development of students' attention. Without sustained attention, there can be no full-fledged education, no thorough assimilation (comprehension and memorization, as well as reproduction, application) of historical knowledge.

Attention performs the function of highlighting the facts, concepts, laws, ideas, the method of cognitive activity set forth by the teacher, textbook, other sources of knowledge. Only in this way, can students concentrate on the subject of study, comprehensively consider and thoroughly assimilate it. And the more stable, and sometimes longer, attention, the more thoroughly the students assimilate the material being studied.

With the correct organization of training, the attention of students develops successfully. In this case, the teacher first relies on a natural interest in new, still little or not at all interesting facts to him, of the distant past. But already at this stage of learning, students are accustomed to careful study of more complex theoretical material. Along with involuntary attention, the teacher fosters steady voluntary attention, especially in the senior grades, associated with volitional efforts and based on an understanding of the need for the social significance of studying history. Developing attention, one should thoughtfully guide the independent work of students. This requirement applies to history teaching in academic lyceum as well.

Pedagogical experience convinces that in all grades students give preference to studying the history of classes and class struggle, military history (this side of life is interested in the male half of the students).

In order to teach students to study all aspects of social life with interest and attention, it is important to develop in them such qualities as the ability to distribute attention, steadily concentrate it on the material being studied, and switch from one object to another. The successful solution of these problems largely depends on the teacher's ability to present different historical material in an interesting way, to vary the types and methods of educational work, to encourage students (with the help of cognitive lessons) to actively work with various sources of historical knowledge in each lesson.

Improving perception is one of the important tasks of the intellectual development of students. It allows students to correctly, in adequate images, perceive historical events and phenomena associated with them, nature, objects, people, skillfully cover the dynamics of historical processes, see the interrelationships of factors, their dependence on a specific geographical place and time.

The development of the ability to perceive the facts of the past in historical images is combined with the development of the emotional sphere of students. The solution to this problem is facilitated by the techniques and means of vivid figurative presentation and appropriate perception of the most important

historical facts, the teacher's use of cognitive tasks that cause emotional empathy in students, the desire to determine their personal attitude to facts and historical figures of the past.

The key task of teaching history is the development of students' historical thinking, as one of the aspects of their general thinking - the process of cognitive activity.

In order to develop thinking abilities in the study of history, it is important to put students in front of the need to: independently analyze the educational historical material, find the main thing in it (the main facts and theoretical provisions, assessments of the definition) and abstract from the secondary; to correctly localize historical events and phenomena in time and space; analyzing the facts, highlight, compare and generalize their essential features and connections, trace the patterns and social development; relate historical facts and theory to each other, apply theoretical provisions to understand the essence of historical facts.

An important condition for improving the quality of teaching history is the introduction of a fruitful goal of cooperation into educational communication with students, about which progressive teachers of different specialties write so much now.

Based on the research carried out, we made the following conclusions:

1) The methodology offers a variety of techniques and teaching aids, reveals significant connections between material that is different in nature and content and the methods of organizing educational activities corresponding to it.

2) Having developed the lesson (s), you can make sure that taking into account the cognitive capabilities of students in the development of lessons really leads to the successful formation of students' knowledge.

Bibliography

1. Kasimov M.K. Optimization of the educational process. - T.: Art, 2012. - p. 368.
2. Vagin A.A. History teaching methodology in secondary school. - M.: Education, 2004. - p. 112.
3. Mount P.V. Improving the effectiveness of teaching history in secondary school. - M.: Education, 1988. - p. 208.
4. Pulatov N.G. The main thing to learn in the lesson. - M.: Education, 2015. - p. 251.