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BEM VINDA ÜDVÖZÖLJÜK 歡迎
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METHODOLOGY OF TEACHING HISTORY AS A SCIENCE AND AN ACADEMIC SUBJECT

Aziz Abdazimov

Head of scientific department at The Tashkent State Pedagogical University

Abstract: Many people think they know what history. They might then assume that they know what historical knowledge. History, they might say is about people in the past. Historical knowledge is simply knowing about people in the past. But it is not that easy. Some of the levels of historical knowledge include: what actually happened in the past; what historians claim they know about the past (or the five Ws - who did what, where, when and why?); what teachers of history know about the past; what students know about the past (gained both outside and inside the classroom).

Key words: method of teaching history, knowledge, methodology, objectives, relation, developing.

Introduction

We might say that we can see through the eyes of others but do we see the same objects in the same way, have the same ideas about events unfolding in front of us and them, or share the same values?

Methodology of teaching history - the science of teaching objectives, content and methods of teaching history. Explores the patterns of history teaching in order to improve its efficiency and quality.

Subject techniques - history as a school discipline, the learning history.

The main components - the learning objectives, content and structure.

Provides answers to questions about what to teach, what to teach and how to teach.

Objectives: The scientific and methodical organization of educational process, the organization of learning activities the student learning outcomes.

Objectives: to give students a basic knowledge of the historical development of society from ancient times to the present day. Developing the ability to interpret events and phenomena of reality on the basis of historical knowledge, the formation of values and beliefs of students on the basis of the ideas of humanism, experience, history, patriotism, the development of interest and respect for the history and culture of other nations.

Task - determining the content and structure of history education, which are enshrined in the standards and programs and on the basis set out in their textbooks (selection of the basic facts, terms, concepts).

Scientific and methodical organization of the learning process (forms, methods, instructional techniques, means of teaching and learning).

Cognitive development of students (developed in learning the history, learn to understand to assimilate and apply historical knowledge).

Methods of historical knowledge

Historical-genetic method. Epistemological essence and logical nature. The functions of the historical-genetic method in historical research. Characteristic features. Descriptive faktografizm and empiricism. Experience in the use of concrete historical research.

Historical and comparative method. Understanding the historical development as a recurring, internally caused, lawful process. Cognitive significance and comparability as a method of scientific knowledge. Analogy as the logical basis of the historical-comparative method. Using historical and comparative method in the concrete practice of historical research. The role of historical-comparative method in the formation of historical concepts.

Historical and typological method. The relationship of the unit, especially the general

public and in the historical process as an ontological basis of historical and typological method. Typology as a method of scientific knowledge and the essential analysis. Experience of using historical and typological method in historical research in domestic and foreign historiography.

Historical and systematic method. The systemic nature of the historical process. Causal and functional connections in the socio-historical process. Options determinacy in social systems. Experience in the use of historical and systematic method in concrete historical research.

Paradigm of education

Education - implemented in educational institutions or their own process of learning for knowledge, human culture as a whole, the process of development and formation of the person, as well as the result of this process - a certain level of mastery of the culture (education), the development of the individual in the context of culture.

Paradigm of education - initial conceptual diagram model posing problems and their solutions, research methods, ruling for a certain period of history in the scientific community.

Scientific status of history teaching methods. Object and subject of research

Among the part of scientists and university professors of history There is skepticism about the technique as a scientific theory. However, those who devoted her life, do not doubt its scientific status and particular sphere of its functioning.

The object of research methodology supports the learning process, and the subject - the internal laws of the interaction of the main factors of the learning process of history as a school subject.

Function methods of teaching history as a science

There is shaped as a reliable method of determining a "bridge from theory to practice." An extremely important feature of any science - to express their attitude to the experience, and especially to the foregone conclusion unresolved problems of education from the perspective of their own, specific aspect of vision. In this sense, any science begins from practice.

Therefore, the first function of science - descriptive, notes, focused on an objective presentation of the science available to the actual facts of the educational activities of the empirical data of experience, practice.

But the empirical basis of science - is not just a collection of facts, therefore, the second most important function of science - diagnostic, promoting electoral assessment extracted facts, their comparison, the correlation of the criteria, classification, classification, etc.

The empirical basis of science can claim a certain finality only if the data of practical experience gained in fact a scientific explanation. It follows that the third function is an explanatory aimed at the detection of causality in these phenomena, to identify trends and patterns in certain of them.

However, it is important not just to describe and explain this or that experience, having a purely local significance, but also to justify the use of this experience in a new environment, making it the property of a mass practice. Transformation of practical experience and knowledge of the facts in the abstracted capable to discern typical, regular and natural phenomena in the leads to the formation of theoretical knowledge, theory. In the theoretical knowledge accumulated data of different sciences, so any theory in education is interdisciplinary.

Along with inductive movement of knowledge (from practice to theory) is possible and urgently needed deductive flow of ideas and information, to assimilate in a particular educational theory data of other sciences, a broad international experience. In this

regard, an important role is played by the fourth function of science - predictive, to anticipate the possible consequences of the practical use of concepts, doctrines, innovative technologies.

In turn, the theoretical knowledge can and should be represented in practice, not only as a strictly scientific texts, but also in the form adapted to her methodical knowledge. Incorrect to assume that the transformation of scientific knowledge into knowledge methodical - some purely mechanical, routine interpretation, devoid of creativity.

This process is associated with the following functions:

projective-constructive, with the help of which the translation of theoretical projects in real educational structure;

transformative - transforming the parameters of practice from which repelled scientific research to a higher level of quality;

criterion-Assessment - dedicated to the development of criteria and evaluation was change;

correctional - ensuring the continuous development of the educational and pedagogical activities.

Correction and reflective function of science, in fact, begins another new cycle of movement of the whole system "practice - science - practice", defines the dynamics and vitality throughout the educational process.

It follows that profoundly mistaken assess methodological knowledge only as knowledge support, middleware required only for maintenance theory, translating it into the language of practice. Formation of a working knowledge of methodological, according B.S.Gershunskogo, "requires the highest academic qualifications as genuine Methodist - is not only an expert who knows the true and ever evolving needs of the practice, but also the ability to estimate the true opportunity of science that can dock scientific offers a practical demand, make them and synergies".

Properties of method

In Praxeological (significant for practice) aspect of the essential characteristics of the methodology appear in its properties such as determinism, mass, selectivity, efficiency, procedural, variability and heuristic.

Determinacy property means that the method consists of "elementary" operations (procedures) teaching activities for which the known conditions for their implementation, as well as the unique sequence of these procedures or acts of activity.

One of the properties of the technique - its mass. Every single type of methods of pedagogical activity, being by nature an algorithm is a typical solution to a problem that exists in the media constantly teaching practice and characterized by certain parameters and combinations thereof.

Different combinations of parameters as initial data defining the specificity of the pedagogical process, form a pedagogical problem whose solution makes use of appropriate techniques. The property has a mass and methodological praxiological consequence connected with the concept of selectivity.

The main feature of praxeological method is effectiveness. The question of the effectiveness of the methodology - is the question of how the use of the algorithm design of pedagogical activity achieves a quality of its organization, which will ensure optimal conditions for the formation of personality.

Procedural technique provides personalization, an indication of the specific potential perpetrators of certain actions.

Pedagogical activity inherent in a constant desire to find new, unconventional solutions corresponding to unique moments teaching. Hence methodical description assumes variability, the possibility of a certain degree improvise.

Variability in conjunction with expediency allows the practice to understand and realize the principle of selection of the most effective ways of action. The information embedded in the methodological knowledge, transformed into human consciousness perceives it, starts to produce a generalized knowledge, which subsequently makes it possible to design the process of organizing independent activities of variant circumstances. This property can be defined as heuristic.

Finally, the method designed to be effective. Under the efficacy refers to the ability to directly guided practice activities proposed model with the expected minimum loss of influence adscititious circumstances and subjective factors.

The properties listed here and bring together the methodology with the technology, and distinguish it from the technology as a system sequence methods (in their applied value), providing the most accurate, standardized transition from the target to the planned results.

Methodology of pedagogical activity by nature subjective and subjective. Speaking about it, we mean someone who directly design, implement, organize some activities to whom the provisions of it. Subjectivity techniques manifested in the fact that each artist brings her understanding and implementation of something of their own.

In general, it must be noted that in pedagogical sciences and in the very method of teaching history is preserved diversity of interpretations of its content and meaning in view of the complex and multi-level nature of the phenomenon.

The object and purpose of the course "Methods of teaching of history"

The word "method" is derived from the Greek word "metodos", which means "the way of research", "a way of knowing." Meaning it was not always the same, it changes with the development of the technique, with the formation of its scientific foundations.

The initial elements of the methodology of teaching history originated with the introduction of the teaching of the subject in response to practical questions about the purpose of teaching, the selection of historical material and methods of its disclosure. Technique as science has passed a difficult path of development. Pre-revolutionary technique has developed a rich arsenal of techniques of the teacher, created a whole methodical system that combines the general idea of teaching individual techniques. We are talking about formal, real and laboratory methods.

The education system at the turn of XX and XXI centuries. does not satisfy the society. The discrepancy between the objectives and learning outcomes were evident. Needed reform of the entire education system, including historical. The teacher with a bang question arose: what and how to teach their children? How to determine scientifically really necessary and appropriate composition and amount of historical knowledge? Limited only by the improvement of educational content can not, we must strive to improve the learning process, based on its internal laws.

The process of learning history aims at the development of the individual student, his personal qualities. It provides a harmonious implementation of all its functions (development, training). The concept of bringing up training contains the notion of training that lays the foundation of independent thinking students. Unity of teaching, education, development is achieved only if the revitalization of the students themselves at all stages of the learning process. Education has also builds character in connection with the formation of value orientations and beliefs of students on the basis of personal experience stories comprehension, perception of ideas of humanism and respect for human rights and democratic values, patriotism and understanding between nations. The correct solution is education and educational objectives of school history teaching is impossible without taking into account the psychological and characteristics of students of different conc.

Thereby, to meet these challenges requires a systematic work on the development of teacher historical thinking of students on the elaboration of their scientific understanding of history. Posing the problem of history teaching - learning and educational, determining the content of history courses, outlining ways of knowledge transfer students, you must expect to get some results: the students have learned to historical material and they have formed their attitude to historical facts and events. All this and provides methods of teaching history. In determining the tasks methodology, school history should take into account that they derived from its contents and place in the system of pedagogical sciences.

Technique equips history teacher content and pedagogical teaching tools, knowledge and skills necessary for effective means of history education, training and development of students.

Methodology of teaching history operates its own peculiar only to her laws. These patterns opened by identifying the links between learning and its results. A different pattern (it is unfortunately quite sufficiently take into account) is that the knowledge of the laws of their method can not be limited only by its own framework. Methodical research, studying the process of learning history, based on the science related primarily to the history, pedagogy and psychology.

Methods of teaching has its own specific objectives: to select the basic data of historical science, to build the teaching of history so that students through the historical content got the most efficient and effective education, training and development.

Epistemology regards knowledge creation, not as a one-time act of giving a complete, like a photographic representation of reality. Formation of knowledge - a process that has its own stages of consolidation, dips, etc., and the teaching of history would be scientifically valid and effective only on the condition that all of its structure, content and methodology will conform to this objective laws of cognition.

Psychology established the objective laws of development and functioning of the various manifestations of consciousness, such as storing and forgotten material. Training will be scientifically valid, if method meets these laws. In this case, is achieved not only the strength of memorization, but the successful development and memory function. History can not be assimilated by the students, if not complied with learning logic disclosure of the historical process and the laws of logic.

The subject of pedagogy is the study of the nature of human development and the formation and determination on this basis of the theory and methodology of training and education as a specially organized pedagogical process. Education history reaches its goal if it does not take into account the achievements of didactics.

Methodology is designed to isolate and identify, process, synthesize the entire body of knowledge about the process of learning and education, and to discover new patterns - patterns of teaching history. This - the objective, substantial, stable relationships between tasks, content, ways, means of training, education and development, on the one hand, and learning outcomes - on the other.

Technique as a science arises where there is evidence of links between the laws of knowledge, training and achieved positive results, which are shown through the form of academic work.

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