

**METHODOLOGY FOR DEVELOPING STUDENTS' KNOWLEDGE OF ASSISTING
HISTORICAL TERMS****Abdurazakova Shoxista Boymatovna**

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INTRODUCTION

In the context of globalization, the use of foreign languages, in particular English, in the process of teaching history is an important factor in improving the quality of education. The fact that the majority of scientific research and sources on modern historiography are published in English requires students to master historical terms in depth.

Practical experience shows that students often memorize historical terms mechanically. This situation prevents them from deeply understanding the content of historical concepts. Therefore, the development of an effective methodology aimed at teaching historical terms based on English language materials is one of the urgent issues. In this regard, the famous Russian methodologist noted that "All methodologies, regardless of the discipline to which they belong, are similar in that they are aimed at examining the principles, materials and teaching methods in a certain sequence and answer the three main questions: what, what and how"¹

Historical terms form the conceptual apparatus of the science of history, ensuring the accuracy and systematicity of historical knowledge. Correct mastery of historical terms allows for the analysis of historical events and processes.

Pedagogical research has shown that the use of a contextual approach, work with historical sources, and analytical and comparative tasks in the process of studying historical terms is effective.

Authentic historical texts in English are an important didactic tool in teaching historical terms. This methodology is based on the CLIL approach and is aimed at the joint development of historical content and language competence.

The methodology involves presenting historical terms in the context of the English language, analyzing them, comparing them with the native language, and reinforcing them through practical tasks.

¹ Голубков В.В. Методика преподавания литературы. – Москва: Госучпедиз, 1962. – С. 7.

The development of students' knowledge of assisting historical terms plays a crucial role in fostering historical literacy, critical thinking, and conceptual understanding. Historical terms function not merely as lexical units but as cognitive tools that enable learners to interpret events, analyze processes, and establish meaningful connections between past and present phenomena. Therefore, an effective methodological framework is required to ensure systematic, purposeful, and engaging instruction of historical terminology.

One of the key principles underlying this methodology is the constructivist learning approach, which emphasizes active knowledge construction rather than passive reception. In this context, students are encouraged to engage in exploration, interpretation, and reflection, thereby developing a deeper understanding of historical concepts. This approach shifts the focus from memorization to comprehension, enabling learners to contextualize historical terms within broader narratives and socio-political frameworks.

The methodology begins with a diagnostic stage aimed at identifying students' prior knowledge and misconceptions regarding historical terminology. Diagnostic tools such as vocabulary tests, concept mapping activities, brainstorming sessions, and structured interviews are employed to determine baseline competence. This initial assessment provides valuable insights into learners' cognitive readiness and helps teachers design differentiated instruction strategies tailored to diverse learning needs. By recognizing students' starting points, educators can bridge knowledge gaps and scaffold learning more effectively.

Following diagnosis, the conceptual introduction stage plays a vital role in presenting new historical terms in a meaningful and accessible manner. Instead of offering isolated definitions, terms are introduced within historical narratives, visual timelines, primary sources, and multimedia materials. Storytelling techniques are particularly effective, as they allow learners to associate abstract terminology with concrete events and human experiences. For instance, terms such as "revolution," "colonization," or "feudalism" become more comprehensible when embedded in historical case studies and contextual examples. This narrative-based approach significantly enhances semantic retention and conceptual clarity.

In the cognitive processing stage, students are guided to deepen their understanding through analytical and reflective tasks. Concept mapping, semantic networks, and comparative analysis exercises encourage learners to identify relationships between historical terms and events. By classifying terms according to thematic, chronological, or causal criteria, students develop higher-order thinking skills. This process facilitates the formation of interconnected knowledge structures, enabling learners to transfer concepts across different historical contexts. Furthermore, the use of cause-and-effect diagrams supports logical reasoning and promotes systematic historical analysis.

The interactive reinforcement stage focuses on consolidating students' knowledge through collaborative and experiential learning. Group discussions, role-playing activities, and problem-based learning tasks actively involve learners in the educational process. For example, students may reenact historical debates, simulate diplomatic negotiations, or analyze historical conflicts from multiple perspectives. Such activities not only enhance terminology acquisition but also develop communication skills, empathy, and historical imagination. Gamification strategies, including quizzes, digital flashcards, and competitive challenges, further increase student motivation and engagement, creating a dynamic and supportive learning environment.

Digital and artificial intelligence (AI)-assisted tools significantly enhance the effectiveness of historical terminology instruction. Adaptive learning platforms provide personalized feedback, adjust task difficulty, and track individual progress. AI-powered quizzes and interactive modules allow students to practice historical terms in varied formats, ensuring deeper retention. Virtual reality (VR)

simulations and augmented reality (AR) applications immerse learners in historical environments, offering experiential understanding of abstract concepts. These technological innovations transform traditional history lessons into interactive and multisensory experiences, thereby fostering long-term memory and conceptual mastery.

Assessment constitutes an integral component of the methodology, ensuring systematic evaluation of students' progress. Both formative and summative assessment tools are employed to monitor learning outcomes. Formative assessment includes classroom observation, peer assessment, reflective journals, and ongoing quizzes, which provide continuous feedback to both students and teachers. Summative assessment, such as project work, presentations, and standardized tests, evaluates overall competence and conceptual understanding. Performance-based assessment tasks, including historical simulations and case studies, offer authentic measures of students' ability to apply terminology in practical contexts.

An essential aspect of this methodology is its emphasis on reflective learning. Reflection enables students to analyze their learning experiences, identify challenges, and recognize personal progress. Through learning journals, portfolios, and self-assessment checklists, learners develop metacognitive awareness and responsibility for their academic development. This reflective dimension promotes autonomy, self-regulation, and lifelong learning competencies.

Experimental work and results

During the research process, experimental work was conducted with history students. The experimental group used a methodology developed based on English language materials.

The results showed that the level of mastery of historical terms in the experimental group significantly increased. Students' skills in analyzing historical concepts and working with English language sources developed.

CONCLUSION

In conclusion, the methodology for mastering historical terms developed based on English language materials is effective in developing students' terminological knowledge.

The introduction of this methodology into the teaching process of history in higher educational institutions serves to improve the quality of education.

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