

THE ROLE AND SIGNIFICANCE OF USING INDEPENDENT LEARNING TASKS IN HISTORY TEACHING

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Annotation: In this article, theoretically based opinions about the processes and order of organizing independent educational activities in the educational process are presented. Also, discussions were held about the importance and effectiveness of independent education in the teaching of history.

Key words: History, independent education, modular block, frontal work, program, exhibition.

INTRODUCTION

There is an opportunity to widely use various types of education (explanatory, explanatory-demonstration, problem-based, programmed, stratified, distance, modular) in the teaching of modern history. Such an approach reflects the following advantages: in the process of mastering the content of a historical event, the interpretation and justification of facts through discussion creates personal opinions. This, as a result of independent thinking, creates different ways of explaining the event. Acquaintance with different forms of evaluation of historical events gives students the opportunity to discuss them comprehensively. Secondly, it is necessary to teach them to think with many voices, that when discussing the events of the past, different assumptions and opinions arise, but all voices are important, and it is necessary to be able to hear them. Finally, such "multidimensionality" forms an alternative understanding of history. Therefore, the rich content of history, the unique feature of its study, opens up great opportunities for the teacher to form independent thinking in students.

Organization and management of students' independent learning processes is a responsible and complex activity for every history teacher. The formation of activity and independence is important in the development of independent thinking of students and pupils. This issue is one of the important issues before every history teacher. When thinking about the formation of independence in students and pupils, it is necessary to pay attention to two interrelated aspects. Firstly, to increase the enthusiasm of students and pupils for learning; independent acquisition of knowledge consists of teaching to form one's worldview, and secondly, it consists of teaching to apply acquired knowledge in practical training and independent activities.

In the process of history education, the practical application of the knowledge acquired by students and pupils is of great importance in the formation of the historical thinking of students and pupils. The technological approach to the organization of independent works allows students and pupils to develop their historical thinking in a sustainable way, and ensures the integrity of their thinking processes, analysis, comparison, and conclusion. Independent work is a means of acquiring knowledge for students and pupils, it is an opportunity to form activity and independence in them as personal characteristics, and to develop their mental abilities. In the process of history education, he should achieve a sufficiently high level of independence that allows him to acquire various knowledge and complete educational tasks. In the course of history lessons, students and pupils get acquainted with new knowledge and accept the presented knowledge. Independent processing, understanding, based on which knowledge, skills and competences are formed. The main task of independent work is to form a highly educated person, because a person develops only in the process of independent intellectual and

spiritual activity. Independent activity of students and pupils in history education: analysis of different approaches, structure of independent activity, the concept of "independence" and its tasks, not only to describe and explain the phenomena of history, but also to master these phenomena in the interests of people. makes it a task. Thus, when studying the science of history or a historical event, we must, first of all, get acquainted with it, consider it as a whole. It is necessary to determine the interrelationship of each of its parts according to their function, and then give a definition.

Along with oral presentation of the material studied by the teacher in history classes, independent work of students on perception and understanding of new knowledge occupies an important place in the educational process. For example, Ushinsky believed that only independent work creates conditions for deep learning and development of students' thinking. He says: "student independence is the only solid foundation of any effective teaching."

What is the essence of independent study? B.P. Esipov wrote: "independent work of students included in the educational process is work that is performed without the direct participation of the teacher, but according to his assignment, at a time specially assigned for this purpose, at the same time, students consciously strive to achieve the goal set in the task, demonstrate their efforts and or in some other form the results of their mental and physical efforts" .

Independent educational work is understood as any active activity of students, usually organized by the teacher, aimed at fulfilling a specified didactic goal at a specially specified time: searching for knowledge, understanding it, strengthening it, forming and developing skills and competencies, summarizing and systematizing knowledge. . In particular, the formation of cognitive independence and activity in history and social science lessons is of particular importance today due to the constant growth of scientific information and the rapid "aging" process of knowledge. Today, the need for students to develop their self-education abilities and skills, develop their ability to learn independently, and quickly respond to all the new "problems" of life is growing sharply.

Under independence, one can consider both the organizational and technical aspects of the process, as well as cognitive and practical activities. But, most importantly, not the organizational, but the cognitive side is important for the development of students' independence. That is, independent observations, conclusions, creative application of knowledge. By mastering materials in the humanities, students learn to classify scientific concepts, facts, learn to see relationships and cause-and-effect relationships, give brief descriptions and detailed descriptions, draw conclusions. Mastering such material is less difficult than in the subjects of exact sciences, but many students spend more time than intended on preparing homework, because they do not have the right methods of independent work on educational materials. The ability to logically process the material often develops spontaneously in students, but the development of such skills and abilities should be the task of the teacher. It depends not only on academic performance, depth and solidity of knowledge, but also on the possibility of further development of a teenager's intelligence and abilities.

From the point of view of organizing students' independent work, it is very important to form their conscious attitude to learning, understanding of its importance, personal and social meaning. First of all, the teacher's story serves these tasks, in which he reveals the importance of knowing and understanding history for each person, for all people, for the whole country. The involvement of modern materials in the lessons plays a big role, which gives importance to learning. Discussing the tasks facing the country, periodical press materials, including classroom materials in this discussion,

explaining the general goals and objectives of the country in terms of the content of the studied subject - all this strengthens respect for science and its implementation contributes to the desire.

What can and should the student do independently? First of all, he should receive knowledge from various sources, and the student's independence is manifested in the need and ability to think independently, in the ability to act in a new situation, see a question, problem and find an approach to a solution. It is distinguished by the well-known criticality of the mind, the ability to express one's point of view.

Based on the above, the basis of independent work should be considered the student's effective activity, during which he changes certain information, acquires new knowledge and skills, solves design and creative problems. If factual information is learned by students on the basis of simple repetition, then knowledge methods can be mastered only by teaching, practicing certain actions and applying them independently in new situations. Such an opportunity is provided only by systematic independent work. A systematic approach to independent work includes:

- inclusion of all available knowledge (facts, laws, methods of knowledge, etc.) in the field of independent knowledge activity of students;
- involving each student in the process of independent knowledge activity (taking into account his level of preparation, individual characteristics);
- step-by-step transition from simple tasks to complex tasks, strengthening their creative character.

Independent work helps to solidly acquire knowledge, to form educational and mental work abilities and skills, to develop cognitive abilities, to prepare for independent work, self-education. Cultivation of independence in students occurs gradually throughout the entire educational period, the share of independent work in large parallel classes is very large. The effectiveness of independent work depends on its organization, skillful consideration of the combination of independent work with other methods.

From an organizational point of view, independent work includes the existence of the goal of independent work, the existence of a specific task, clearly defining the form of expression of the result (oral, written, practical), determining the form of checking the result of independent work, each student who receives the assignment obligation to perform work by. Educational activities of students are divided into two main types - reproductive and creative. The following types of independent work are suitable for them:

- 1) independent work on the model (repetition);
- 2) reconstructive works;
- 3) creative works.

There are four levels of independent effective activity of students. They correspond to four types of independent work.

The first level - involves copying the actions of students according to a certain model - the characterization of a historical character, making a diagram, recognizing events, emphasizing the main points. Model work usually involves model examples and problem solving. The activity of students is to repeat the actions according to the model. In this step, I use a lot of different notes to better practice

the movements. Tasks at this level allow students to acquire the basic knowledge that they need to acquire in the study of this topic.

The second level is related to the generalization of methods and methods of reproductive-cognitive activity, their transfer to the solution of more complex, but routine tasks. Secondary tasks help to develop cognitive interests, create conditions for the development of students' way of thinking. Independent work of the reproductive-variational type is suitable for him. In this type of independent work, there are tasks in a modified situation to systematize and organize the material learned earlier, and check tasks that perform the function of feedback. The reproduction of knowledge that transforms is the basis of reconstructive independent work, which involves presenting the content of the source in a short form (summary) orally or in writing, in a different logic.

The third level is the effective activity of independent application of previously acquired knowledge, which requires the use of methods of mental operations: the ability to analyze, synthesize, compare, draw basic, generalize, inductive and deductive conclusions. This level corresponds to tasks of cognitive search (heuristic) type. At this level, the student's creative personality is formed. The use of independent work helps to implement a differentiated approach to teaching.

The practice of teachers shows that the effectiveness of the lesson largely depends on the activation of independent activity of students, the ratio of different forms of organization of activities used in the lesson and their combinations: presentation of knowledge by the teacher and independent work of students; repetitive and creative independent work; frontal, group and individual lessons of students in class. For example, in the lesson of learning a new material, learning activities can be planned as follows:

Table 1.

Time	Forms of organization of student activities	
10-15 minutes of the lesson	Frontal work	
15-20 minutes of the lesson	Independent work for a group of students who master well	Work of middle and weak students with the teacher
20-30 minutes of the lesson	Group work with the teacher	Multi-level independent work
30-35 minutes of the lesson	Frontal work to generalize and systematize knowledge	

At the stage of combining the educational material, it is as follows:

Table 2.

Time	Forms of organization of student activities	
15-25 minutes of the lesson	Independent group work	Working groups with the teacher
25-35 minutes of the lesson	Work with the teacher	Independent performance of multi-level tasks
35-45 minutes of the lesson	Group work: <i>homogeneous groups or multi-level content groups-doing the same tasks</i>	

Use of historical tasks in the educational process. A task is a question that requires finding a solution according to certain information, observing certain conditions. Historical tasks are based on the essence of events, the actions of a person, the hidden meaning of the material lying on the historical surface, unpredictable actions, illogical steps, incredible facts, etc. Three main types of historical tasks are distinguished, each of them has its own characteristics: event-problematic, biographical and textbook-literary.

CONCLUSION

It is known that the knowledge obtained independently by overcoming possible difficulties is stronger than the knowledge obtained from the teacher in a ready form. Indeed, in the process of independent work, each student is in direct contact with the mastered material, focuses all his attention on it, mobilizes all reserves of intellectual, emotional and voluntary nature. In addition to increasing student engagement, independent work has another important advantage—it is individual. Each student uses the source of information according to his needs and capabilities. This feature of independent work gives it a flexible and flexible feature, which significantly increases the responsibility of each student and, as a result, his performance. There are also important reserves for increasing motivation in the rational use of independent work. Independent work of students is especially important in the teaching of history, because it is this subject that has a great influence on the formation of the worldview of students, especially in the political and social spheres. Thanks to the skills and abilities of independent work, students form the habit of self-discipline, which helps to form a person who is constantly improving.

Also, independent work that cannot be done in the auditorium can be done in the library, information resource center. Independent work can consist of archaeological research, study of archival documents, analysis of artistic and political literature. At the same time, it can be in the form of preparing a synopsis, working on an abstract. All these activities require independence. Therefore, it is not

appropriate to carry out these processes during training sessions. Independent work and independent education develop the need for a student to engage in constant mental activity, teach students to use time sparingly.

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