

## NEW PEDAGOGICAL AND TECHNOLOGICAL METHODS IN TEACHING

### HISTORY

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**Abstract:** Use of new pedagogical and technological methods in teaching history. The article says that the role of visual aids is very significant. It must be recognized as mandatory that any documentary illustration should be accompanied by some annotation, without which the teacher, who is not sufficiently familiar with the history of culture and art, will not be able to make out illustrations with the students.

**Keywords:** technological methods, visual aids, teaching the subject history, visual images, educational historical excursions.

### Introduction

Tradition and innovation in teaching. Today, among educators there is no common opinion on the need to combine in their work both formal and informal methods of teaching.

Education of students with meaningful ideas about the past is impossible without visual images. No matter how bright they are, the teacher's word, an excerpt from documents or an artistic description of a historical novelist, but one word is not enough for a correct concrete idea of past life to form in the consciousness of students. To complete the pictures, you need to give the student a real, not verbal, picture only.

If history teaching is not provided with visual images, students' perceptions of the past are either poor and vague, or incorrect. Trying to use imagination to create an idea of the past on the basis of a verbal description, students either do not find visual images in order to give it certain forms and colors, or most often attracts visual images of a familiar contemporary life and a randomly known past. This explains the modernization of students' perceptions of the past, which is extremely common if teaching is not provided with visual clarity, as well as the transfer of visual images by students from one era to another.

The involvement in the teaching of the history of visual images has as its main task the creation of full-fledged adequate representations of the past about reality. Therefore, the educational value of a historical book increases if it is equipped with illustrations to help present the events of the past presented in the book. The French historian-methodologist Laviss, sharpening this idea, put forward the requirement that every historical book be furnished with paintings.

Contributing to the creation of ideas about the past, visual images facilitate understanding of the past. The very same Laviss wrote, not without reason: "The disciples will understand because they see."

The importance of attracting visual images in the process of teaching history lies in the fact that they contribute to the strength of knowledge. The visual image usually leaves a more stable trace in the mind than the auditory one, and, in any case, the combination of the visual image with the word provides more solid memorization than a single word.

The increased interest that students show in the visual image, and which is obviously connected with the acute need of the growing consciousness for new visual impressions, is also significant. Every teacher knows the joyful excitement that encompasses the class at the sight of a teacher who comes in with visual aids. Every librarian is well aware of the increasing value of the book for the student, if the book has illustrations. And usually a young reader begins acquaintance with a book reviewing "pictures".

Thus, the visual image in the teaching of history:

- 1) necessary for the formation of correct ideas about the past;
- 2) it facilitates an understanding of the past;
- 3) it contributes to the strength of knowledge;
- 4) it increases the interest of students in the material presented.

The very nature of historical science dealing with the past, that is, with the already non-existent, makes it impossible to rely on the teaching of history on "natural" visualization in the exact sense of the word. If the teacher of physics and botany can usually show the student the phenomenon he is studying, then the historian is not able to fulfill the well-known rule of Amos Kamensky - to begin studying "with a real visual acquaintance with the

subject." From the past life of people, only fragments remained: buildings, often dilapidated, tools, individual household items and culture, works of art.

But these are fragments of genuine life, and from them the past can be restored by imagination. Familiarization with the remnants of the past is therefore, of course, the first means of acquiring living images of the past. Appeal to the authentic monuments of the past gives history teaching a special conviction. Pupils are especially excited when they see genuine things that have informed us of the past through centuries, and sometimes millennia.

The appeal to the originals is possible, with few exceptions, only by going outside the walls of the school for historical excursions.

Of course, conducting a study tour requires more time than conducting a school lesson on the same topic. But the results are different. The tour provides more complete knowledge than a class lesson, even provided with visual aids. Representations of the past created on excursions through acquaintance with authentic monuments have greater liveliness and greater "bulge". They attract students to a greater extent, interest them and affect their emotions. Students' knowledge is more meaningful. The process of assimilation of the material goes on excursions faster and easier than in the lesson, because it relies on a convincing visual display of genuine monuments.

Finally, the strength of the impressions gained during the excursion is also essential. The monuments most struck by students are remembered for a long time, sometimes for a lifetime.

Therefore, it is necessary in all those cases when the teacher has the opportunity to acquaint himself with important genuine monuments of the past, and turn to this most valuable source of knowledge.

No matter how valuable educational historical excursions are for the visual teaching of history, even in the best conditions, the excursion remains only an episode in educational historical studies, for only a small part of the historical course can rely on excursion material. And on those issues that were highlighted on the tour, you need to have visual aids in your school "at hand" that could be brought at any time when the process of teaching history requires it. Therefore, the most important means of providing visual visualization of the teaching of history are not monuments of the past, but visual aids. Visual aids in the teaching

of history, as we see above, have long occupied a place in the practice of the advanced school and in the methodological theory that developed various types of visual aids.

Documentary illustrations have won their place on the pages of textbooks. Nowadays, the vast majority of illustrations in high school textbooks are related to this type of illustration. If we take, for example, a textbook on the history of the Middle Ages, then, with a few exceptions, about one and a half hundred illustrations available in this textbook represent reproductions of medieval buildings, household items, tools, weapons, prints, miniatures, paintings, reliefs, mosaics, sculptures, portraits, caricatures. These illustrations speak of the past not only by what is depicted on them, but also by how it is depicted and done, for these images or objects were created by people of that time. This is the strength of documentary illustrations, reflecting the persuasiveness of their original, but this is their difficulty. In fact, buildings of past times were usually preserved in a dilapidated state or undergone rebuilding. Painters and sculptors of past times often, especially in the early Middle Ages, did not find any skill or desire to convey reality realistically. To understand the illustration, to distinguish realistic elements from it, is possible only by a close examination of it and its critical approach.

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