

## **IMPORTANCE OF CLASSIFICATION OF HISTORICAL TERMS AND CONCEPTS**

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**Abstract.** This article discusses the importance of determining the role of historical concepts in the study of history, to consider the classification of historical concepts, to highlight the features of the formation of concepts in the process of teaching history.

**Keywords.** Classification, training, term, terminology, concepts, formations, competence, history lessons.

### **Introduction**

As practice shows, the terminological problem is the lack of understanding by students of the absolute dependence of the depth of historical knowledge they acquire on their terminological literacy. Therefore, part of the work of history in general should be bringing students to the realization that, having not learned to master the terms that history is presented in textbooks, they never know the subject, even if they memorize all the paragraphs.

In order to increase the efficiency of the assimilation of scientific concepts and prevent the occurrence of typical errors, psychologists suggest: clearly distinguish between common and different signs of concepts when comparing various historical phenomena and achieve the students' assimilation of this (the so-called principle of "early differentiation"), revealing the concept, students should seek understanding and isolate the essential and non-essential features, train them to contrast the essential features with the non-essential (the so-called principle of "dissecting abstraction"), listing the non-essential features, show great variability and save only those that will form the basis of generalizations, start the study of the phenomenon with the most important, defining attribute, of what expresses the essence of the subject. Thus, at the very beginning of work on a concept, teachers and students are given guidelines to help them learn and realize its essence.

Much attention is paid to the issue of classification of concepts in methodological science. A classification of concepts was proposed, which was based on the degree of generalization and content of concepts. The teacher, especially the beginner, should get acquainted with the classification of concepts, because it helps to determine the methods and sequence in the work. Knowledge of the classification of concepts is also necessary because certain groups of concepts require the observance of certain methodological conditions when they are disclosed in history courses.

In the methodological literature, the ways of forming historical concepts are also developed. A great contribution to the solution of this issue was made by A. Vagin. He outlined the stages of the formation of concepts: creating a holistic picture of a historical phenomenon, highlighting the essential features of a historical fact, defining a concept, an exercise in its use, developing the skills to operate a concept, and applying it for analysis and cognition of historical material. A. A. Vagin considered the main way of forming concepts to be inductive - from the disclosure of individual features and signs of a concept on concrete historical material to the introduction of a definition and term at the final stage of work. The conducted experimental studies and the generalization of the teaching experience in the modern school made it possible to conclude that, along with the inductive one, it is necessary to apply more widely the deductive way of revealing concepts, especially in high school. For the need for an earlier application of the deductive way of forming concepts, L. N. Bogolyubov, N. G. Dairi, I. Ya. Lerner spoke in favor. Deduction gives students the opportunity to show greater independence in the ability to operate on a concept. Later introduction of the concept leads to the fact that the knowledge of students becomes fragmented, unsystematic. The abundance of facts and the lack of their generalization leave knowledge at the level of ideas.

The selection, characterization and formation of concepts in school history courses is helped by their classification, carried out on several grounds. According to the content of historical material, concepts are divided into: economic - about tools, types of economic life and economic processes in different periods of history; socio-political - about social relations and the political structure of states; historical and cultural - about special features of culture, life, lifestyle of people; ideological - about the nature of ideas and theories that arose and dominated society.

In separate topics on general and national history, geographical, technical, military, literary and other concepts are used. Given the age-related cognitive abilities of students, the following criteria are applied when selecting this group of concepts and their definition:

- 1) sufficiency for characterizing the qualitative originality of the studied facts of this era;
- 2) the need for elementary students to understand the essence of historical events and phenomena;
- 3) usefulness in learning new facts of the same order.

According to the degree of generalization, several groups of concepts are distinguished: private-historical (single), which operate for a relatively short period of time, in one or several countries: “Bukhorhudot” (rulers of Bukhara before the Arab invasion), “jevachi” (official in the Bukhara Emirate, usually the chief of the arms depot ) This category of concepts mainly corresponds to facts-events, individual, localized in a specific space and time, original historical facts. However, private historical concepts, in turn, can also be combined into two subgroups: concepts representing the primary generalization of historical

facts (emir, khatib, etc.), and concepts that are a concretization of more general concepts (Torobi rebellion, collectivization in 30 years of XX century. etc.).

General historical concepts operate over a large historical period (within the framework of one formation) and are characteristic of countries with similar socio-economic and political conditions: nationalization, constitutional monarchy, etc. This group of concepts corresponds to facts-phenomena similar to historical facts repeated many times in their main characteristics. The formation of general historical concepts requires a larger supply of specific knowledge, analysis and comparison of phenomena, the allocation and generalization of their essential features. Therefore, they work at the main school throughout the entire course of history or several, gradually deepening and expanding their definitions. The main means of forming the second group of concepts are schemes, work memos, semantic plans, concretizing and comparatively generalizing tables.

Sociological concepts operate throughout the history of mankind or a significant part of it (division of labor, religion, culture, etc.). This group of concepts corresponds to fact-processes that differ from phenomena by a higher degree of generalization. Sociological concepts are formed throughout all the years of teaching history and are especially clearly represented in problematic courses of history.

Concepts are formed in all classes in the process of studying history. Most of the concepts are specifically historical in nature. Along with them, students get acquainted with a fairly wide range of sociological concepts. In high school, the circle of concepts of a high degree of generalization is increasing. A large place in the course of history is occupied by general historical concepts. They are disclosed in an accessible form for students, limiting themselves most often to determining at the level of listing specific facts. In the 5th grade, students, for example, master the concept of “archeology” - a historical discipline that studies the past of mankind from material sources.

Any concept has its own content, which consists of a connection of essential and non-essential features, the volume of which comprises individual and general categories. And, finally, a separate concept is related to other concepts in one way or another, whether it separates from them or forms a group of concepts with them. Thus, the structure of the concept also includes the connections connecting this concept to one degree or another with others. The presence of such connections makes us pay attention to the relationship of concepts with each other, to their subordination.

Thus, mastery of historical concepts means the assimilation by students of the most important, specific signs of historical facts. Moreover, the classification of concepts and terms makes it possible for students to assimilate the most important, specific signs of historical facts, and reflect in their minds historical events and phenomena in the most significant relationships and relationships.

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