

THE IMPORTANCE OF WORKING WITH TERMS AND CONCEPTS IN TEACHING HISTORY

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Abstract. This article discusses the study and systematization of methods, ways and means of forming concepts in the process of teaching history. Also, to determine the role of historical concepts in the study of history, to highlight the features of the formation of concepts in the process of teaching history.

Keywords. Learning, term, terminology, concepts, formations, competence, history lessons.

Introduction

As E. Stones said, "Teaching terminological concepts is the first thing that concerns all teachers." In history lessons, an important part of the lesson is working with concepts and terms. Mastering the foundations of any science means mastering the system of its concepts. Studying at school, students master the system of historical concepts. The formation of concepts is an important part of the process of studying history by students in a secondary school.

The Regulation "On the Approval of State Educational Standards of General Secondary and Secondary Special, Vocational Education", approved by the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187, marks the stages of the study of history in general secondary and secondary special, professional educational institutions, the goals and objectives of teaching the subject, qualification requirements for graduates of general secondary and secondary specialized, vocational education in history. This Regulation states as the main goal of teaching history in general and secondary special, professional educational institutions to form students' historical consciousness and historical thinking, instill in students a sense of respect for the history and modernity of the peoples of the world and our multinational peoples, national and universal values, to explain to students that the history of our statehood is an integral part of world civilization. The competence is also determined, the ability to work with historical sources and literature in order to be able to explain the content of historical toponymic terms that are important for describing historical realities from the earliest times to the present day.

The relevance of the research topic is determined by the fact that in the practice of teaching the creation of historical representations and the formation of concepts occur simultaneously: concepts are formed on the basis of representations. But there are differences between historical representations and concepts. Historical representations are always individualized, i.e. they can be different in children in the same class. It depends on the psychological

characteristics of the students, the ways and means of creating ideas, not only in the history lesson. The concepts should be formed in all students by the same, definite, since mastering them is a necessary condition for understanding a lot of historical facts and understanding the laws of the historical process.

The fact is that the image that underlies ideas is created by modern schoolchildren not only in history lessons. It is influenced by television, fiction, cinema, and the media. But concepts reflecting the essential features and connections of historical facts should be formed in all students with the same definitions.

In addition, some students do not understand the teacher's story and reasoning well because the level of knowledge of the historical terms used by the teacher and the students must know, although indicated and covered by the same words, is perceived far from ambiguous.

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.

The problem of the formation of historical concepts is one of the important problems that a teacher faces when teaching a history course. Apparently therefore, it is quite well developed in the psychological, pedagogical and methodological literature, where it is provided by the works of A. Vagin and E. Vyazemsky and others.

Mastering the foundations of any science means mastering the system of its concepts. Studying at school, students master the system of historical concepts. In the general system of the process of cognition of history, the formation of concepts is an important link. The mastery of historical concepts means the assimilation by students of the most important, specific signs of historical facts, the reflection in their minds of historical events and phenomena in the most significant relationships and relationships. Historical concepts are the core of the system of scientific knowledge.

When working with students' terms, he offers a vision and solution for a teacher to a number of problems:

1. Awareness of terminological problems in the study of history by students.
2. Knowledge of the causes of terminological illiteracy of students.
3. The ability to select (develop) methods for effective work with the terminological apparatus.

Terminological problems are reminiscent of themselves in each lesson. An important problem is ignorance, lack of understanding by students of the reasons for their terminological illiteracy. Based on the foregoing, the task of a history teacher is to find and develop the correct methods in the study of terminology.

The need for constant work of students on historical terminology is due to the following main reasons:

The first reason is complete ignorance of the essence of historical terms. Already in the first year of studying history, students come across terms such as era, chronology, observatory, continent, etc. The teacher is forced to use this terminology, often due to lack of time, without revealing their meaning.

The second reason is that the knowledge about the terms acquired by students in the early years of studying history is quickly lost, and therefore requires a periodic return to the terminological baggage of older schoolchildren, since the presence of this shortcoming will not allow them to study new topics and especially relate the experience of the past to the present. In addition, the idea of a whole series of concepts and terms from the very beginning was of a distorted, unscientific nature.

Secondly, the knowledge acquired by students was not timely introduced on a scientific basis into its terminological arsenal, which led to a natural result - their loss from memory, in general.

Thirdly, if the teacher's work on terminological literacy was passive, then the students develop a everyday-life idea of the terms. Considering this is normal, the student does not seek to rediscover the glossary of terms. When students identify levels of terminological literacy from the perspective of the considered cause, which necessitates the constant work of students on historical terminology, a number of errors are noted.

The fourth reason is that the content of individual terms, depending on time, historical situation, place of use, can vary somewhat or fundamentally.

The fifth reason is the constant enrichment of the historical language with new terms.

The sixth reason is a way out of the vocabulary of a person or a rare use in modern literature of terms widely used by authors of ancient and middle ages. The language of past centuries requires translation into modern Uzbek: history does not stand still.

The seventh reason is that the terminological apparatus has become the scene of the most acute ideological struggle in modern conditions. People tend to adapt to the new developments and innovations. Hence, a variety of interpretations of certain terms depending on ideological, religious, political and other addictions. So many different interpretations are embedded in the meaning of such terms as the Islamic state, universal values, open society, democracy, freedom of speech.

These are the main reasons that lead teachers and students to the realization of the need for systematic and thoughtful work to expand the terminological apparatus, to work it out on a scientific basis

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.

Supporters of the cognitive theory of the development of thinking made a great contribution to the study of the problems of the formation of thinking and concepts, in their inextricable connection with each other. It was they who linked the development of the ability to use concepts with the development of thinking. The cognitive school in psychology believes that for the assimilation, ordering and use of information, a person uses a special conceptual apparatus, which is formed gradually, as a person accumulates information. Without the development of the conceptual apparatus, according to these scientists, the process of thinking is impossible. However, it should be noted that in the framework of cognitive psychology there are also various approaches related to solving the problem of the formation of concepts. In the framework of the problem of the formation of concepts, the relationship of this process with the learning process and the psychological and age-specific features of the development of the student is considered. On the one hand, cognitive psychologists believe that the formation of concepts begins with the student even before the process of learning itself begins on the basis of even the small experience and information that he receives in the process of communicating with the outside world and other people, i.e. from life experience. This communication helps to form the basic concepts on which the further learning process will be based. At the initial stages, students have a tendency to objectify abstract concepts: when operating a concept, students experience a need for visual support, concrete thinking at this stage of development has a positive effect on emerging abstract thinking.

The mastery of historical concepts means the assimilation by students of the most important, specific signs of historical facts, the reflection in their minds of historical events and phenomena in the most significant relationships and relationships. The most important part of teaching any subject is work on concepts, because without their knowledge and understanding it is impossible to talk about the effectiveness of the educational process. Studies of didactics and methodologists have proved that concepts and terminological positions in school history courses can be learned only by relying on specific facts. This very important conclusion once again emphasizes the interconnection of assimilation of facts and concepts.

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.

In the formation, for example, of the universal concepts that are formed during the study of the entire course, you must first identify the most characteristic and distinctive properties of the features included in this concept. But at the same time, although the concept has not yet been fully formed, we must not forget about fixing these signs, summing up the intermediate results. Otherwise, the whole stage in the formation of the concept will fall out of the logical chain and complicate the further process of the formation of the concept. Then the concept must be constantly clarified and deepened, and not try to give one or more definitions of it, relying only on a part of the studied features and the relationships between them. Only after highlighting the essential features can one give a definition, stipulating that it is also necessary to take into account non-essential features, as nuances that give shades of meaning to the difference or similarity of related concepts.

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