

**ORGANIZATION OF HISTORY LESSONS ON THE BASIS OF TECHNOLOGICAL
APPROACH IN SCHOOLS OF GENERAL SECONDARY EDUCATION**

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Annotation: This article cites information that the teacher of history should not organize educational and cognitive activities in a passive listening state during the teaching process, but design the organization in an active state to achieve educational goals, organize teacher-student cooperation in the process and turn students into subjects of the pedagogical process, acquire the methodological knowledge, skills and qualifications necessary for organizing the

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In our republic, a personality-oriented educational model based on humanizing and democratizing teacher-student relations, respect for the person of the educator, taking into account his interests and needs has been widely applied to practice.

Looking at the history of Uzbekistan, we observe that under the influence of different eras and ideologies, the first scientific-historical, religious-philosophical, educational-moral teachings were the basis of education, the powerful force leading the younger generation to perfection, intelligence, perception, high thinking, spiritual-moral formation. Of course, in the performance of these glorious tasks, our ancestors used acceptable methods and techniques in education.

The national basis of pedagogical technology consists of information about the forms and methods, content and various pedagogical theories of the implementation of educational experiments in different historical periods, which are the basis for the origin of modern pedagogical technologies.

The methodology of teaching history makes it the main goal to introduce into practice the content of education, forms of teaching, methods, tools in the teaching of historical subjects in a interdependent way.

In his pedagogical activity, the teacher of history, having a deep understanding of the purpose, task, principles, laws of teaching methods of teaching history, should organize the educational process on the basis of the requirements imposed on him, provide continuity of educational content, form, method and means, taking into account the young, psychological and ergonomic characteristics of students.

A.Yu.In kodjaspirov's view, "teaching methodology is the exact methods, methods and techniques of carrying out pedagogical activities"[1,174-P.].

The methodology provides for the way in which the educational process should be organized, the technology focuses on how to carry out the educational process in the most convenient, optimal way.

The technological process is formed from two-design and planning stages. The educational project begins with the analysis of the content of information on the basis of the requirements of state standards.

Professor B.X. The stages of technologization of the educational process developed by khodzhaev can be visualized as follows.[2]

Organization of the educational process on the basis of technological approach:

- 1.Design
- 2.Planning
- 1.Design:

clarification of the goals and objectives of the training session
clarification of expected results
selection of forms, methods and tools
establishing control and evaluation procedures

2.Planning:

training stages and time sharing

the task of the teacher

Organization of educational and cognitive activities of the student

set of educational materials

Conducting history lessons on the basis of the design method makes it possible for a history teacher to show high skills, knowledge and creativity. Because each project, approaching with creativity, requires the selection and separation of the necessary materials, the development of an effective system of tasks and exercises. At the same time, the inclusion of projects in the educational process requires the solution of a number of problems, both organizational and psychological.

Design in education is a targeted educational activity organized by the teacher specifically (in laboratory conditions), which ensures that the student acts independently from the planning and organization of the student's activities to search for the problem, its solution, to the presentation of a method of its solution (intellectual or material product) for mass assessment [3].

The teacher of history, having comprehensively analyzed the essence and content of the chosen topic, clarifies the main problem of the project. Based on the scientific-theoretical and practical basis of the project, its foundation is formed and submitted to the discussion of the educational and methodological Association. When training projects are carefully worked out, it effectively serves to generate new knowledge in students.

Without a thorough study of the level of knowledge of students, it is impossible to purposefully influence the teaching process and deepen the knowledge of the student. According to many psychologists and educators, in 11-14-year-old students there will be a leader in a clear-figurative observation, and in them there will also be an abstract observation. Therefore, it is necessary to lean on bright, figurative images in order to bring students to conclusions, to form concepts.

In conclusion, the teacher should organize a lesson based on the project method, return the student to the past, help him imagine that period. For this, when performing the selected project, a bright, figurative process of perception of the events of the great era by the reader goes, when performing the project, historical films, historical short stories, novels or historical popular documentaries, picture-images can be used. This enhances the effect of the figurative image. The teacher should lead to the formation of concepts or the formation of a further generalization of several concepts in the process of studying evidence.

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