

## MAIN EFFECTS OF USING TRADITIONAL METHODS AND INFORMATION TECHNOLOGIES IN HISTORY LESSONS

Kodirova Ziyoda

Student of the Faculty of History of Urgench State University

### Abstract

The article scientifically analyzes the advantages of using traditional methods and information technologies in history lessons. The state of modern education is such that the educational process is carried out in the conditions of a constant increase in the flow of information that needs to be mastered, which leads to an overload of educational programs. In such conditions, the quality of education depends on the correct performance of educational work, professional skills and qualifications of the teacher. Computer technologies have taken a strong place in the organization of the educational process in various subjects. The necessity and effectiveness of their use today is beyond doubt.

**Keywords:** computer technologies, efficiency, professional skills and qualifications of a teacher, traditional pedagogy, modern computer technologies.

The teaching methods used in modern schools are diverse: from traditional pedagogy to modern computer technology. Education is a continuous and dynamic process, and the main task of the school is to form an individual's interest in acquiring knowledge and the ability to apply it in everyday life. Here an important role is played by the ability of the teacher to interest the student, including with the use of computer technology. The main task of using computer technology is to expand the intellectual capabilities of the student. The computer is used as the most perfect means of information along with the use of books, television and video recorders in the lessons of the humanities cycle. A computer is a means of communication between a student and a teacher, laboratory assistant and other students [6, p. 40-46].

The issue of using information technologies in history lessons is especially relevant, since historical science, including the description of the past and present, requires clear concepts, dates, figures, and artistic images. An analysis of the historical process shows that there is a stable interdependence of many events. The use of computer programs in teaching history makes it possible to organize individual work, work in groups, organize independent work of students using a differentiated approach to learning. In addition, work continues to consolidate educational skills and develop the ability to carry out research activities in history lessons using pedagogical methods: reproductive, explanatory-illustrative, problem-research, ICT. Students working with computers develop self-discipline skills at a high level, the ability to act in a huge flow of information, the ability to analyze, compare, argue, generalize and draw conclusions.

Working with a computer allows you to show creativity, individuality, avoid a formal approach

to preparing homework. Preparation of presentations is a creative process, often a joint activity of a teacher and a student. Presentations are effectively used at various stages of the lesson and in extracurricular activities, which allows you to quickly and deeply understand the material being studied. For example, you can use the video ([https://www.youtube.com/watch?v=zK\\_atT-MMUs](https://www.youtube.com/watch?v=zK_atT-MMUs)) while learning about Great Geographic Organizations and Their Historical Significance. When preparing a presentation, the student conducts a large research work, uses a large number of sources of information, and creatively approaches the topic being studied. In the process of showing the presentation, he will gain experience in public speaking, will be able to play the role of a teacher [5, p.227].

The use of ICT makes it possible to conduct integrated lessons, for example, history and MHC. The theme of the lesson is "Great geographical organizations and their historical significance." In the process of preparing for the lesson, students receive a task in advance, which requires the use of IT tools to complete it. At the lesson, they receive individual tasks, work in groups using a computer, printer, scanner, receive information via the Internet, e-mail, make independent decisions on the tasks set by teachers. The computer is a tool. Like any tool, it depends on who uses it. Expecting unprecedented efficiency in the use of computers is at least simplistic.

The teacher may be uncomfortable and reluctant to use the computer. The computer is an element of youth culture, and students know its capabilities better than most teachers. However, this is not quite true. After all, most children use computers for two purposes - for games and for communicating on the Internet. Many teenagers do not perceive the computer as a tool for their work and often do not associate the computer with the educational process. Of course, there is a group of students who understand programs better than the teacher, but the task of the teacher is to show the capabilities of the computer in understanding science, as for unknown programs, their ignorance practically does not affect competence.

Computer learning technologies are the processes of preparing and transmitting information to a student, the instrument of which is a computer. Computer technologies are implemented in 3 variants:

- 1) Technology "Penetran". (The use of computer learning to perform individual didactic tasks on certain topics, departments)
- 2) Basic.
- 3) monotecnological.

Target emphasis: the formation of skills in working with information, the development of communication skills. Give your child more educational material that he can learn [1, p. 68]. Computer teaching aids are called interactive, they have the ability to "respond" to the actions of the student and teacher, "engage" with them in a dialogue. The computer can be used at all stages of the lesson. At the same time, at different stages of the lesson, he performs different functions: a teacher, a working tool, an object of study, a team of cooperation, a free time



environment (game).

As a teacher, the computer represents:

source of educational information (partially or completely replacing the teacher), visual support of the next level with multimedia and telecommunication capabilities), individual information space, educational apparatus, diagnostic and monitoring tool. As a working tool, the computer performs the following tasks: test preparation tool, storage, text editor, plotter, graphics editor, modeling tool.

The use of modern computer technologies allows the teacher to increase the effectiveness of teaching and rational use of teaching time. It is necessary to highlight some options for using a computer in educational activities: the creation of didactic material for the lesson, the use of invalid history programs.

Today, almost any history teacher at least occasionally uses non-traditional forms of teaching. In our opinion, this is due to the formation of a new style of pedagogical thinking of the teacher, aimed at effectively solving educational problems in the conditions of modest hours of science, strengthening independent creative research activities.

The forms of the lesson of the modern history teacher are updated not only in connection with the growing role of the student's personality in teaching, but also change towards unusual game forms of presenting the material.

Throughout the decade, the teacher of modern history faced tasks inspired by the revision of the content of the subject: alternative approaches to assessing the problems of the past, predicting events and events, ambiguous moral assessments of the individual and society. development of events. These issues cannot be discussed in the classroom without students having experience of participating in dialogue, discussion, and creative activity. Communication skills, the ability to model situations are becoming more and more important in our difficult life.

Apparently, this explains the fact that the history teacher pays more and more attention to non-traditional forms of the lesson. It should be remembered that in all classes a transition is possible from familiarizing students with history to systematic reading. Therefore, the use of non-traditional lessons helps students to better adapt to the study of a large amount of historical material.

Proceeding from this, non-traditional form of education is a necessary element of any kind of lesson for children of secondary school age.

Let's take a closer look at non-traditional lesson formats, such as a historical game and a discussion lesson.

Using the method of playful technology in a history lesson is an active form of learning, during which a certain situation of the past or present is modeled, people - participants in the historical drama "come to life" and "act". During such a lesson, it is important to form a game situation for schoolchildren - a kind of emotional attitude to historical reality. Students fill in the story

of the "desert" with characters they portray in different types of games.

The game encourages the child to reincarnate into another person from the past or present, encourages him to "jump above himself", as he portrays adults, "test himself", which is far from his daily practice. Students model historical reality, understanding the thoughts, feelings and actions of their characters. At the same time, the titles received in the game have a personal meaning for each student and have an emotional coloring, which helps him to better understand, better "feel" the period under study [2, p.34.].

It is clear that such a difficult task requires the student to mobilize all the skills, encourages the acquisition and deepening of new knowledge, expands his worldview, and most importantly, equips him with a whole range of important "adult" skills, first of all, encourages the acquisition of communication skills. The student's ability to feel and empathize develops. Methodists identified two important features of the historical play: direct speech (dialogues) of the participants and an imaginary situation, as if it happened in the past or happened today (o' with a discussion of the past).

Games are classified according to various criteria: by goals, by the number of participants, by the nature of the reflection of reality. Particular attention is paid to imitative, symbolic and exploratory games. The first is a game simulation (imitation of reality) of a specific field of activity, the second is based on clear rules and game symbols, and the third is associated with new knowledge and methods of action.

A retrospective game (there is also the term "reconstruction") models a situation that puts students in the position of witnesses and participants in past events, each student takes on the role of a representative of a particular social group or even a historical figure. The main feature of this type of games is the "existence effect" and the principle of historical fiction - "could be".

For such a game, the student, as a rule, comes up with a name, biographical facts, profession, social status of his "hero", and in some cases even prepares a costume, thinks over his appearance. At the same time, he must have an idea about the character, feelings, thoughts and views of the character. Retrospective games help the student to "enter" historical time, feel the color of the era, "see" specific people with their worldview and actions in a specific historical situation of a certain time. Retrospective games can be conditionally divided into role-playing and non-role-playing games [3, p. 256].

Retrospective role-playing games are based on role-playing - participants in historical events in an imaginary situation of the past. They are divided into the following subspecies: theatrical spectacle, theatrical game and problem-debating game.

The theatrical performance has a well-defined and defined scenario, according to which the action is performed as if it were taking place on the stage of the theater. He recreates various images and pictures from the past. All attributes of a theatrical performance must be present, including scenery, costumes of actors. For schoolchildren, the meaning of such a game is not



only to “live through the pictures” of past times, but also to discuss these scenes with the whole class later. The time and place of a historical event and its participants - representatives of certain social strata, children learn from the actions of the heroes of the play.

In the theatrical production, the texts of the characters were composed by the children themselves. Its main difference from the previous subspecies is a large share of improvisation of the game participants (they are also "witnesses" of past events). However, the theatrical action in this play is still in its infancy. Modernization of the past is unacceptable here. Therefore, a common program or scenario of the game is needed, which is followed by all participants. This type of game differs from the theatrical performance and the number of participants in the game. Here any student can become an actor.

The problem-debating game is based on a fictional situation, as if it happened in the past, and the action is not built according to the scenario, but around the discussion of an important issue or problem. The game includes a dispute between the participants, the teacher minimizes his role, sets tasks and intermediate questions, distributes the roles of the participants. In this game, students are asked to solve a problem from the point of view of their characters, and the outcome of the solution is not known in advance. The result of the game may be few or no solutions, but the participation of each student in the development of the problem is important here.

The above classification of historical games is based on at least three criteria - the nature of the roles of the participants (witnesses or tax contemporaries), the time of the imaginary situation in the classroom (then or now), the severity of the scenario (program) and the level of children's improvisation in the game. Practice shows that playing in the classroom is a serious matter. A methodically correctly organized game requires a lot of time for preparation, maximum activity of students not only at the level of reproduction and modification, but also at the level of creative search, in the educational process of the teacher and contributes to the development of cooperation between students.

## **Conclusion**

In a word, at the present stage of the development of society, updating the school is possible only through the development of new pedagogical technologies and the appropriate training of qualified teaching staff. That is why today it is important to introduce innovative technologies and the systematic use of a personal computer in the process of teaching the humanities, in particular, history and social sciences.

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