Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

THE USE OF METHODOLOGICAL TECHNOLOGIES OF TEACHING IN HISTORY LESSONS

Sharofiddinov Rivojiddin Shamsiddinovich
Farg‘ona viloyati pedagogik mahorat makazi ijtimoiy-iqtisodiy fanlar metodikasi kafedrasi katta o‘qituvchisi

Abstract
With a theoretical and practical approach to educational technologies and methods, educational technologies of the use of technology, methods and tools of teaching the use of methods of teaching history, to convey the essence of the subject of history to students, to increase students' knowledge based on the goals and objectives of science, to enlighten the secrets of science. This scientific article differs from the previous educational literature in that it is enriched with the generally recognized results of research conducted during the years of independence, introduction of innovations in the educational process.

Keywords: Reproductive, psychodrama, sociodrama, technological characterization, taxonomy, module, individual approach, skills, methodology, physical teaching, imitation games, didactics.

Introduction

Key Part: Technology is a set of cost-effective designed process sequences to achieve a stated goal and a guaranteed result.
The word "technology" comes from Latin "Thexnos" which means art, craft, industry, and "Logos" means science.
A Technological Park (TP) is an innovative infrastructure provided with an adequate information and experimental base by highly qualified personnel and providing conditions for the effective development of entrepreneurship in the scientific and technical sphere. TP is a territorial integration of science, education

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

and development in the form of an association of scientific organizations, design bureaus, educational institutions and manufacturing enterprises.

In 1958, at the conference of the Society of American Physicists, Professor R. Feynman gave a lecture. The scientist's lecture reads: "The laws and principles of physics do not prevent the manipulation of atoms obtained separately and thereby the creation of various things. Based on this, it can be said that "humanity will step from the age of balk technology to the age of nanotechnology in the near future".

Production technology refers to a set of cost-effective, sequential processes in the production of high-quality, time-sensitive products that meet the requirements of the time and take their place on the world market. If the sequence of these processes, or in other words, the techniques used in the technology, do not become morally obsolete, that technology will not change to a certain extent. This technology is to design a production that leads to a predetermined and predetermined goal and a guaranteed result.

Information technologies are a set of methods and means of collecting, storing, transmitting, reprocessing information.

And pedagogical technology is a set of scientifically based processes of teaching and upbringing a person, which is carried out depending on human thinking, that is, the intellectual potential of the teacher and the learner. There is no such thing as a continuous uniformity (even for a certain short period of time), i.e., a pre-designed process. In a word, there is no such thing as a definitive variable that fits into a single mold. This is because for each audience, for each group, depending on the education, scientific potential, age, gender and other indicators, if necessary, a separate pedagogical approach and its technology are required for each listener in the group. For example, a teacher is required to teach one topic to school children on the basis of another technology, to university students on another technology, to industrial engineers and technicians on another technology, and to university teachers on the basis of another technology . It is also possible to change in the course in a certain group in advance, based on the technology of the teacher's pre-designed lessons, the preparation of the audience, the situations that arise as a result of the Q&A. Only then will the teacher be able to convey his knowledge to the thinking of his listeners and arouse

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

them a developmental activity. I think the purpose of teaching is to teach the listener how to read, not to teach them what they have beforehand. Because the technical means that we teach today, especially information and communication systems, quickly become obsolete, which means that the graduate must study independently, know the secrets of working with new technical means, and thus acquire practical skills.

PART OF THE METHOD

If a student receives information only by listening, he/she absorbs an average of 20% of the information given. Therefore, if the lecture is given only in the form of a verbal explanation (traditional), students will not remember 80% of the information given in the lesson and will immediately forget. The average person can hear and understand up to 800 words per minute. Indeed, students in the classroom have 4 times faster hearing than a teacher's speech. This means that 75% of the time during oral explanation, the student does not hear, he is idle, if the teacher only verbally explains and lectures, the student loses attention. Therefore, it is counterproductive to conduct a lecture only in the form of a reading or oral explanation. If a student reads the information once, he or she will remember 25 percent of the information. This means that the effectiveness of the lecture is enhanced when the lecture is accompanied by a lecture in front of the students, when they are required to read the main points of the subject themselves during the lesson. Slides, base phrases, handouts are necessary and can be used during the lecture, ensuring student activity. If the information being given is repeated twice, the student will remember 30% of the information. If you repeat the basic, important points of the topic twice in a lecture, mastering will increase by 10% compared to reading alone. If repetition is done on the basis of slides, educational and visual materials, the effectiveness of the lesson is further increased, that is, the main basic phrases are repeated both twice and read by students. If a student writes and learns, they master up to 45 percent. This means that when the key phrases of the lecture are recorded during the lecture, mastery is doubled. A student can write up to 40 words per minute on average. But if the goal is only to make quick recordings, the result won't be effective enough. Therefore, when writing down the basic phrases of the lecture, it is

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

necessary to give the student time to concentrate and understand, that is, to stop and slow down the phrases being recorded. Most people absorb up to 60% of information in the process of discussion, debate, that is, the learning process is 3 times more effective than ordinary lectures. If the above techniques (verbal explanation, feedback, demonstration with the help of educational and visual materials, requiring the student to read, writing down key phrases) are introduced together on the basis of a certain dependent sequence, the effectiveness of learning will increase even more.

F – state your opinion.

S - Give a reason for your statement.

M- Give an example explaining the reason stated.

He -- summarize your opinion.

FSMU technology asks a question on the topic. Students will be explained the essence of FSMU's technology and their mission. Sets specific time for the task to complete, for example, 15-20 minutes. Each student is required to complete the assignment personally. Monitors students' activities, answers their questions, directs, advises. Identifies students who are writing the right decision or opinion during the observation period. Collects answers, reads the opinions of students who are found relatively correct during the observation period, makes additions and provides complete information on the question. This technology can be used in resolving controversial issues, conducting discussions, or at the end of the course (to get the students' feedback on the training seminar) or after a section has been studied based on the curriculum.

"Boomerang" technology. In this technology, students are asked a variety of questions (open, closed, open). It provides students with the opportunity to think critically, develop logic, develop the ability to express their ideas and thoughts in oral or written form. Openness allows for continued communication. It's impossible to give them short, uniform answers. Closed-ended questions assume giving correct, short answers in the "yes" or "no" method in advance. Cross-sectional questions consist of short questions that allow you to search for specific information, clarify facts, determine the opinions of others and make informed decisions. No discussion will be brought up during cross-examination. This technology is aimed at the in-depth and holistic study of educational material in

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

one session, creative comprehension, and mastery of the training material. *Insert table.* Students develop the ability to systematize theoretical data, confirm, clarify or reject it, control the comprehensibility of the received information, to connect previously acquired knowledge with a new one based on the knowledge acquired through lectures and independent learning. Therefore, this method is used after mastering the planned activities on the topic and students have acquired the knowledge and skills on the topic. The teacher sets the exact content and essence of the topic, and at the end of the lesson gives the students an assignment to work independently at home on this topic on the basis of the "Insert" table. Students compare the knowledge gained in the lesson with their own knowledge, real-life experience, independently work on the topic, receive new information, and enter them into the table on the basis of the characters in the text.

EFFECTIVENESS:

In order to increase effectiveness in the lesson, the skill and creativity of the teacher is important, in which it is advisable for the teacher to use different tools depending on the purpose of the lesson.1. Technical means of education - assistance in the visual demonstration of training material, its systematic delivery; allows students to understand and remember what they are learning, helps them to exhibit their learning, to deliver it systematically; allows students to understand and remember the material of instruction well. Examples of these include diametry, graphoprojector, whiteboard notepad, whiteboard, flipchart, videofilms, whiteboard, etc.2. Auxiliary teaching tools are graphs, drawings, examples, examples of which are: model, drawings, graphs, tables, diagrams, examples, drawings, schemes, etc.3. Educational and methodical materials - textbooks, textbooks, textbooks, These will help to activate the independent work of students. For example: Worksheet, note, checklist, and text. These help pupils activate their independent work. There is a saying in our wisdom that "it is better to see once than to hear it a thousand times." If the lesson is organized only by the verbal method of the teacher, it is likely that the indicator of mastering the educational material will be 10%. Under such conditions, the effectiveness of the lessons will be low. It is desirable that the training material in the classroom

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

be presented in an exhibition form, while at the same time organizing the practical work process of the students.

In history lessons, the use of the technical tools of education increases the effectiveness of the lesson. The technical tools of education serve to improve the quality of teaching and learning, to improve the learning material of the students. According to the experience of teaching history, the following techniques of education were used in the school.

1. Simple technical devices. A simple sliding device made of wood or other material, a portable classroom board, a double-sided whiteboard hung on the classroom wall.2. Sound hardware. Proigrovatel' (an instrument that makes a sound by laying down plates). Tape recorders, radio primics. Through the school experience, through the use of plates and magnetic tapes, as well as radio broadcasts, the introduction of students to the works of classical and other composers is becoming more and more widespread. Because the cultural and historical material of the school course on musical creative works cannot be shown without plate and tape recordings. For example, listening to the musicians while covering culturally relevant topics makes the lesson worthwhile.

3. Various demonstration instruments and manuals constitute the third group of educational techniques. They consist of epidiascopes, diaphiles, diaphiles, and educational cynphiles.

In principle, the equipped room must meet the following requirements.

a) be able to quickly darken the room and make a quick light; b) even at night, students' seats are illuminated with special light bulbs so that they can do writing, write a screenshot in a notebook, work with textbooks;

c) there should be a whiteboard in the room so that a part of it is empty for writing; d) be a special device on which maps and maps are attached; d) the necessary equipment and equipment for their maintenance are kept in good order, serviceability, with the presence in the room; e) Educational filmmakers are also the visual tools of education. The filmmaker makes a vivid representation of a historical event before the eyes of readers in full action.

Fiction films that deal with historical subjects (for example, "Battle of Ice"...) It resembles historical fiction in its content and vivid portrayal of historical events.

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

Motion pictures, or rather feature films, are also a means of emotionally impacting students, as well as providing aesthetic and moral education. Cynicals help save time on knowledge. Students can spend hours on trips to museums and various historical sites from a simple teacher's statement and watch 10-15 minute films of their knowledge. Currently, two types of TV broadcasting are used in the teaching of history and social studies:

a) Morning TV shows, which are given for reception in the classroom, TV shows in extracurricular times, students watch these broadcasts at home.

In order to receive educational TV shows, the school must have a classroom with special teaching equipment with two TVs with windows. Two different types of TV shows are accepted in the lesson. 15 minutes TV show.

b) A thematic TV lesson or review lesson that focuses on the presentation of new material lasting 30-40 minutes. The involvement of major scientists, writers, experienced teachers, lawyers and participants in historical events in the TV show increases the effectiveness of the study of educational materials. The teacher carefully prepares to accept the telecast.

The teacher asks questions about the content of the program so that the teachers can thoroughly absorb the content of the TV programs. Or something else. As a result, students actively learn to visualize. The teacher concludes the acceptance of the telelesson with a shudder. Thus, the telegraph further enhances the effectiveness of indicators in history teaching. The experience of teaching history proved that telelearning is ideologically preferable to other visual aids in terms of ideology, education, and didacticism.

CONCLUSION

Today, the issues of organization and improvement of education on the basis of modern pedagogical technologies remain relevant. As we know, the basis of pedagogical technologies is based on approaches based on interactive methods. The use of interactive methods in the educational process is an innovative way that increases the effectiveness of education. The creator of the interpretation of the Ta‟lim is a fakultativ mashg'ulotlar sanalalar. Readers' interests are expressed in the following categories: tours, clubs, Olympians, quizzes, exhibitions, expeditions, etc. constant training of dars students, the narrowly defined ramkaga

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

of the students (har a dars maktabd, 80 minutes in academic lyceums and universities); A number of studies have been carried out in the field of education, which have been established in advance. The lesson, even the most successful, has one significant drawback: it is time-limited and does not allow for distractions, even if the class is seriously interested in any issue. Extracurricular activities, which are closely related to educational activities, in contrast, are based on the principle of voluntariness, and its content should be in the personal interests of the learner. This approach allows for a comprehensive account of the needs of schoolchildren based on their level of development.

Outlining the tasks of extracurricular activities, A.F. Rodin rightly points out that it is also advisable to conduct classes in other materials and using other technologies of teaching with other means. The class is compulsory for students and is built on the basis of a state program that determines the minimum amount of knowledge for a particular class. Students are involved in extracurricular activities on the basis of free choice of activities. Voluntary initiation is one of the basic principles of extracurricular work, and it fundamentally determines its content and methods. Extracurricular work of a historical nature is based on the intertwining of teaching, upbringing, and learning with life.

Today's reforms in the education system are aimed at realizing these goals. One of the most urgent tasks facing teachers today is not limited to theoretical knowledge, but also the formation of the skills of applying the acquired knowledge in practice. The student needs to feel that the knowledge he acquires, whether in school, secondary special education or higher education, is vital and its application in real life and problem solving helps him to solve problems, and that the subjects studied are not only theoretical knowledge, but an integral part of life and professional activity. Such organization of education will provide the opportunity to bring up a fully developed generation capable of meeting the requirements of our time. And in the implementation of these requirements, the use of research technology in the education system is helpful**.** Attention is paid to the student's creative search, creative work on various interesting topics with information and resources in the classroom and outside the classroom. Many of the visual weapons on display in history lessons remain consisting of hand-made drawings, tables, posters made by the teacher. Teachers' use of information

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

technology in the classroom is not in demand. Almost no videos or excerpts from films are used in the lessons. The use of the Internet in history classes is also not satisfactory.

The use of pedagogical technology in history lessons, on the other hand, helps to overcome the above shortcomings. As the research technology student and teacher work on different projects, they are challenged to develop a self-targeted mode of action, work with different sources, use information technology, and absorb knowledge through action, research. The use of research or research technology provides enormous opportunities for both teacher and learner. The process of using this technology also includes the use of many other innovative pedagogical technologies.

In the process of teaching, studying and applying the methodology of teaching history, we came to the following conclusions: the lessons are taught using new pedagogical technologies and the very convenient aspects of connecting the learning process with life and practice. When the teacher organizes lessons using the methods mentioned above, these processes form in students independent work, research, goal setting and purposeful action, problem solving, collaborative activities and other useful skills.

REFERENCES

1. Toshpo'latov T., G'afforov Ya.Kh. Teaching Methodology. (Darslik). – T.. Turon-iqbol publishing house, 2010.2. A.K.Nafasov. Pedagogical technologies in the teaching of historical science. – T.. Olam nashriyoti. 2011.3. B.Ziyomuhammádov. Pedagogical mahorat assoslari. – T.: TIBBOOK. 2009 y.4. Tolig O'. Q.Usmonbaev M. Pedagogical Technologies of Pedagogy. - T.: Fân 2006.5. G'afforov Ya.Kh. New pedagogical technologies in teaching maxsus science. – T.: Universitet, 2008.

Additional Steps

1. Mirziyoyev Sh.M. Mirziyoyev Sh.M. We build our great future with the knowledge of the people of mard and oliyjanob. – Tashkent: NMIU Uzbekistan, 2017. - 488 p.2. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-discipline va shaxsiy javobgarlik-har should be the daily rule of a rahbar faoliyati. Speech of

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 07, October, 2025
Website: usajournals.org

the President of the Republic of Uzbekistan at the meeting of the President of the Republic of Uzbekistan on the anniversary of 2016 and prospects for 2017. The word Halq is the Word of God. January 16, 2017. No11.3. Mirziyoyev Sh.M. Rule of Law and Human Maturity – Citizenship of the Land and the Welfare of the People. A celebration of the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. December 7, 2016. – Tashkent: NMIU of Uzbekistan. 2017. -486.

Xorijiy adabiyotlar:

1. Joyce Appleby, Lynn Hunt, Margaret Jacob. TELLING THE TRUTH ABOUT HISTORY. W.W. Norton & Company. New York – London. 1994.2. Bhuvan Garg. Teaching of history (Tarixni o‘qitish). India. New Delhi. Rajat publications, 2007.
3. Pathak R.P. Methodology of Educational Research. Atlantic USA. 2008.4. Daniel J. Tew. Pedagogy of Teaching History: Comparing the Chronologic and Thematicic Approaches. USA. Western Oregon University, 2014.5. Korotkova M.V., Studenikin M.T. Methods of Teaching History in Tables, Descriptions. Practical manual for teachers. Moscow, 1997.6. Sagdiyev A., Fuzilova G., Hasanova M. Tarix o'qitish metodikasi. – Toshkent: TDPU, 2008.