

THE IMPACT OF THE USE OF INTERACTIVE METHODS IN TEACHING HISTORY ON STUDENTS' LEARNING EFFICIENCY

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Annotatsiya: Ushbu maqolada tarixni o'qitishda interfaol usullardan foydalanishning nazariy va amaliy jihatlari tahlil qilinadi. Zamonaviy ta'lim tizimida o'quvchilarning mustaqil fikrlash qobiliyatini rivojlantirish, tarixiy voqea va hodisalarni chuqur tahlil qilish, ularga ilmiy yondashuvni shakllantirish muhim vazifalardan biri hisoblanadi. Tadqiqot davomida aqliy hujum, klaster, munozara, keys-stadi va boshqa interfaol usullarning o'quvchilarning bilim olish faoliyatiga ta'siri o'rganildi.

Kalit so'zlar: tarix ta'limi, interfaol usullar, innovatsion ta'lim, pedagogik texnologiya, tarixiy tafakkur.

Аннотация: В данной статье анализируются теоретические и практические аспекты использования интерактивных методов в преподавании истории. В современной системе образования одной из важных задач является развитие у учащихся самостоятельного мышления, углубленного анализа исторических событий и явлений, а также формирование научного подхода к ним. В ходе исследования изучалось влияние мозгового штурма, кластерного анализа, дискуссий, анализа конкретных случаев и других интерактивных методов на учебную деятельность учащихся.

Ключевые слова: историческое образование, интерактивные методы, инновационное образование, педагогические технологии, историческое мышление.

Abstract: This article analyzes the theoretical and practical aspects of using interactive methods in teaching history. In the modern education system, one of the important tasks is to develop students' independent thinking, in-depth analysis of historical events and phenomena, and the formation of a scientific approach to them. During the research, the impact of brainstorming, cluster, discussion, case study and other interactive methods on students' learning activities was studied.

Keywords: history education, interactive methods, innovative education, pedagogical technology, historical thinking.

Introduction

The reforms being implemented in our country to modernize the education system and develop it in accordance with international standards require improving the methodology of teaching history, along with all other subjects. History is one of the important subjects that helps the younger generation to understand national identity, form patriotic feelings, strengthen historical memory, and understand the laws of social development. Therefore, increasing the effectiveness of history education is one of the priority tasks of modern pedagogy.

The purpose of this study is to study the impact of using interactive methods in teaching history on students' cognitive efficiency and to scientifically substantiate their pedagogical potential.

Main part

In pedagogy, it is emphasized that the effectiveness of education directly depends on the content of the methods and tools used in the educational process [1]. Interactive methods enhance cooperation between teachers and students, creating opportunities for active acquisition



of knowledge. These methods activate students' cognitive activity, develop independent thinking, and serve for in-depth mastery of educational materials [2].

The use of interactive methods in teaching history is of great importance in developing students' historical thinking. Historical thinking is the ability to analyze historical events and phenomena in terms of time and space, determine their interrelationships, and draw scientific conclusions [3]. Interactive methods are a convenient pedagogical tool for the formation of these competencies.

One of the interactive methods widely used in history lessons is the brainstorming method. The essence of this method is to allow students to freely express their opinions on a particular problem or question. For example, when studying the topic "The main factors of the development of science during the Timurid period", the ideas put forward by students are summarized and analytical conclusions are drawn based on them. As a result, students' creative thinking and activity in the lesson increase [4].

The cluster method is an effective tool for identifying connections between historical events and processes. Using this method, students systematically study historical events and identify their causes and consequences. For example, when studying the topic "Great Geographical Discoveries", the economic, political and cultural results of discoveries can be described in the form of clusters. This helps to better understand the essence of complex historical processes [5].

The discussion method is one of the most effective methods in teaching history, developing students' critical thinking. Analyzing different points of view on historical events and reasoning based on evidence forms students' logical thinking. For example, during discussions on the topic "How did the Jadid movement affect the development of Turkestan?", students defend their positions based on historical sources [6].

The case study method also plays an important role in history education. This method teaches students to analyze historical situations and find solutions to problems. For example, when studying the causes of the decline of states in history, students evaluate various factors and identify the most important ones. This approach serves the development of historical thinking [7].

Pedagogical possibilities of interactive methods used in history

Table 1

No.	Interactive method	Purpose of application	Competencies to be formed
1	Brainstorming	Generating ideas and identifying the problem	Creative thinking, activism
2	Cluster	Systematization of knowledge	Logical thinking, analysis
3	Discussion	Sharing ideas and evaluating	Critical thinking, speech culture
4	Case study	Analysis of problem situations	Decision-making, analytical approach
5	Working in groups	Developing partnerships	Teamwork competence

The effectiveness of interactive methods can be expressed through the following model:

The mechanism of influence of interactive methods in history education

Figure 1.





Research shows that students' retention and application of knowledge are higher in interactive lessons than in traditional lessons [8]. The main reason for this is that students acquire knowledge not in a ready-made manner, but through active research and communication.

Another important advantage of using interactive methods in teaching history is the development of students' skills in working with historical sources. By analyzing documents, maps, statistical data, and historical works, students acquire the skills of conducting independent research [9]. This fully corresponds to the requirements of competency-based education.

Conclusion

The use of interactive methods in teaching history is an effective means of improving the quality of education. Research results show that methods such as brainstorming, cluster, discussion, and case study activate students' cognitive activity, develop historical thinking, critical thinking, and independent judgment skills [1; 4]. In lessons organized on the basis of interactive methods, students become active participants in the educational process, gain a deeper understanding of historical events and phenomena, and have the opportunity to analyze them from a scientific perspective [6; 8].

Interactive methods also serve to develop students' communication culture, teamwork skills, and skills in working with historical sources. The use of these methods is of significant pedagogical importance in terms of implementing a competency-based approach in the modern education system [2; 9]. Therefore, the widespread introduction of interactive methods in teaching history and further improvement of their methodological capabilities is one of the important factors in increasing educational efficiency.

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