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Abstract: the article discusses methods, approaches to the development of skills in the formation of educational tasks, through history lessons, which form students who are able to think independently, work independently with information, compare information, distinguish between them the necessary ideas, the most important in historical science, highlight the necessary information and topics for the student, as well as create useful educational tasks with pragmatic content.

Keywords: *history, teacher, educational assignment, profession, educational process, independent work, information search, be able to give logical hints, tasks that are convenient to evaluate.*

Introduction. In the information age, the exchange of information is not a problem, even when teaching history, students can find a lot of information in one moment based on additional resources. Even before the teaching of historical science, today's globalization process sets a number of tasks. In particular, the main task is to educate young people with thoughtful thinking who have realized their identity, past, who realize their responsibility to be worthy of their ancestors. In such conditions, it will be necessary to determine the main task of the teacher. First of all, the teacher should be able to ask a correct and logical question, to draw up educational assignments convenient for assessment.

In this sense, Q.Husanboeva's inclusion of a teacher in the content of education is an extremely correct approach. Because history is important in teaching, especially in the control of questions and answers that are performed in the audience, in the development of the skill of logical thinking in students in the necessary places, the direct teacher first sets an example, questions of problematic, targeted, pragmatic content are one. In addition, the scientist's approaches to independent thinking and problem learning, which he developed for literary education, contribute to the correct formation of educational assignments in history teaching as well.

Also on the topic of research I.A.Alleyarov, A.R.Razikov, R.Ibragimov, B.R.Adizov, M.H.Mahmudov I.E.Davron's ¹ by the development of educational and cognitive activities of the educational recipient, problems associated with the use of educational assignments were also studied.

Russian pedagogue Iarin A.N.Leantev, J. A. Panamarev, S.L.Rubenstein ² others conducted observations about educational assignments and their role in didactics, tasks. In particular, Leontev characterizes the concept of "assignment" as follows: "assignment is a goal set forward based on certain conditions"³.

¹ Аллаёров И.А. Дидактические основы активного обучения. Автореф. дисс. ... докт. пед. наук. –Т.: 1994. -44 с.; Розыков О. Основы оптимального применения системы учебных задач в обучении. –М.: Ўқитувчи, 1981. -103 с.; Ибрагимов Р. Бошланғич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: Пед. фанл. докт. илмий даражасини олиш учун ёзилган диссертация. –Тошкент: Қори Ниёзий номли ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари. Пед. фанл. докт. илм. дараж. олиш учун ёзилган дисс. –Т.: 2003. -280 б.; Махмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари. Пед. фанл. докт. илм. дараж. олиш учун ёзилган дисс. автореферати. –Т.: 2004. -42 б.
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Australian scientist Jacques Richards was specially engaged in methodological, psychological and pedagogical research of educational tasks in the field of international pedagogy, in particular, linguodidactics⁴. It is worth noting that in his time, Western pedagogy paid the main attention to practicality. Early pragmatic ideas American philosopher and pedagogue D. Dyui⁵ developed by.

In the age of Information Technology, the source will not be a problem if the training assignments are used correctly in their place, and students are correctly directed through assignments to be able to work with data. Now the time has passed for the training of knowledgeable students. The requirement of today's period is to educate knowing, knowing students.

H. Mustafоеva B.A. Lapidus cites the following thought: "his (B.A. Lapidus) believes that language exercises serve to ensure the development of speech communication skills if the educational tasks are characterized by directly covering the features of speech activity"⁶.

If the teacher is asked the student the right and purposeful question, is taught to perform useful tasks for life, the necessary speech skills are generated through exercises, conditions are created for the development of creative thinking.

X. Mukhitdinova says about the importance of training assignments, including exercises: "currently, along with the principles of teaching, the order and distribution of educational materials provided in them, one of the most important tasks facing specialists in improving the composition and types of assignments aimed at teaching in the course process, finding ways to adapt them to modern educational activities"⁷.

In scientific, scientific and methodological sources, the concept of the content of education is interpreted in different ways. In particular, Russian pedagogical scientists I. Ya. Lerner⁸ and M. N. Skatkins are chosen to study the content of education and look at it as part of a rich, methodically worked social experience designed for students to master.

In scientific sources, along with the concept of "educational content", the term "educational material" is also used. In didactics, the concept of educational material is used in broad and narrow meanings. In a broad sense, it is equivalent to the concept of "educational content", in a narrow sense it is understood as a system of knowledge, skills and abilities that must be studied to a certain extent, adapted to the assimilation of students.

The content of education is provided by 1) study plans, 2) training programs, 3) textbooks and 4) teaching and methodical manuals. The native language program and textbooks contain language materials selected for students to learn and coordinated with their mastery.⁹

School textbooks should reflect the most advanced examples of nation thinking and ideology¹⁰, in our opinion, history also refers to teaching, textbooks.

For example, the 11th grade history textbook uses the following questions and assignments: Questions and assignments:

1. Why did the attention to culture and Art increase in the early years of independence?
2. What museums are operating in Uzbekistan today?
3. What are the goals pursued by the holding of music festivals?

⁴ <https://www.professorjackrichards.com/mother-tongue-teaching-vs-foreign-language-teaching/>

⁵ Джон Дьюи. Общество и его проблемы John Dewey. The Public and its Problems. Denver, 1927. / Дж. Дьюи. Общество и его проблемы. — Перевод с английского: И. И. Мюрберг, А. Б. Толстов, Е. Н. Косилова. — М., 2002.

⁶ Мустафоева Х. Т. Инглиз тили грамматикасини ижтимоий-гуманитар талабаларга ўргатишнинг лингвометодик хусусиятлари: Пед. фан. ном. ... дис. – Самарқанд, 2003. – 139 б.

⁷ Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш пед. фан. ном-ди дисс. ТДПИ –Тошкент, 2011. -270 б

⁸ Лернер Я. Дидактические основы методов обучения Текст. / И.Я. Лернер. – М. : Педагогика, 1981.– 186 с.

⁹ Қаранг: Ғуломов А., Неъматов Х. Она тили таълими мазмуни. Она тили ўқитувчилари учун қўлланма. – Т.: Ўқитувчи, 1995. – 128 б.

¹⁰ Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. –Тошкент: Ўзбекистон, 1998.– 4–19 б.

4. Count the achievements and shortcomings in the art of cinema.
5. What changes have occurred in the activities of theaters during the years of independence?¹¹

Or:

1. What is the specificity of the period when the unicameral parliament operates in Uzbekistan? What is the need to establish a bicameral parliament?
2. What is the significance of the division of power in public administration?
1. Which government agencies are included in the executive branch in Uzbekistan?
2. In what year was "defender of the Fatherland Day" first celebrated in Uzbekistan?
3. In what languages are court cases conducted in Uzbekistan?
4. What changes have occurred in the Cabinet and its structure?

Pragmatic possibilities should also be taken into account when drawing up questions and assignments in history textbooks. In the content of state educational standards, there is also the task of training the owners of creative thinking, teaching the student to think independently, creatively. In this sense, the main issue is how a modern lesson is organized, how the teacher communicates with his students, what tasks and questions to ask. The general requirements that such a modern lesson should meet are as follows:

1. Using the latest scientific achievements, the best pedagogical practice, organizing a lesson on the question and answer basis of the educational process.

2. Organization of the lesson carried out with appropriate and targeted use of educational assignments.

3. To create all the conditions relevant for the cognitive activity of students, to develop educational assignments to a text or topic, taking into account their interests, trends and needs.

4. Keeping interdisciplinary connections in mind when creating questions and assignments.

5. Connecting with previously acquired knowledge and skills, providing improving exercises and assignments based on the level of knowledge gained by students.

6. The development of all the speech skills of a person necessary for all communication, stimulation and activation according to the results.

7. Taking into account the criteria of logic and emotionality at all stages of speech through all types of educational tasks.

8. Effective use of educational resources when working with educational assignments.

9. Linking educational assignments with the life, activities, personal experience of students.

10. To foresee the formation of knowledge, skills and abilities that will be needed in creative thinking and practice when working with educational tasks.

11. Educational assignments should also imply the task of analyzing, diagnosing, designing and planning those mastered, in addition to acquiring knowledge, thinking, speech skills in the student.

As you know, each lesson is aimed at achieving three goals: teaching, upbringing and development.

E. The davorov article reveals the essence of the concept of "assignment" from the point of view of well-known psychologists and didactics, outlines the tasks of the exercise and assignment in relation to the lessons of the native language.¹²

E. Davorov treats assignments as both a goal and a tool. In didactic theory, the terms "assignment", "educational assignment", "intellectual", "problem" are used, together with the terms "exercise", "independent work". Leontiev understands the concept of assignment as follows: "assignment is a goal set based on certain conditions".¹³ He uses the terms "need", "motive", and "activity" to describe the specifics

¹¹ Jo'rayev N., Zamonov F., O'zbekiston tarixi (**Mustaqillik davri**) O'rta ta'lim muassasalarining 11-sinf o'quvchilari uchun darslik – Toshkent. G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi – 2018. 56-59-b.

¹² Давронов, И. Э. Некоторые аспекты интерпретации понятий «задание» и «упражнение» / И. Э. Давронов. Текст : непосредственный // Молодой ученый. – 2012. – № 8 (43). – С. 323–326.

¹³ Леонтьев А.Н. Проблемы развития психики. – М.: Педагогика, 1972. – 576 с.

of the assignment. Y.A.Ponomarev created a number of categories in the theory of assignments, in particular, determines the interaction of the subject and the object in the educational situation, the activity of the subject on the assimilation of knowledge, their improvement. O.Rozikov, on the other hand, analyzed educational assignments in terms of their connection with educational material in scientific and pedagogical research. In his opinion, "the educational assignment is a modified form of educational material, which depends on the educational goals"¹⁴. Based on the needs of training, the following features are highlighted: 1) the possibility of construction (structuring); 2) construction and revision of the structure; 3) the presence of a form of educational material; 4) the proportionality of the stages of the educational process; 5) the possibility of replacing one task with another; 6) an open System; 7) complementarity; 8) the compliance of methods¹⁵. "Assignments reflect the experience gained by mankind and at the same time become a means of updating material and spiritual values and their further enrichment."¹⁶

Any text analysis can be turned into a problematic process through educational assignments. In doing so, it will be enough to put the question or assignment correctly. At this point, the stages of solving the problem, checking the results obtained, comparing them with the original hypothesis, systematizing and generalizing the acquired knowledge and skills are considered important.

In the conditions of successful study of the problem, the participation of educational tasks will be specific:

- to provide motivation through sufficient questions or preparatory tasks to arouse interest in the content of the problem;
- ensuring the feasibility of working with the problems that arise at each stage;
- the importance of the task and question posed in solving the problem;
- the establishment of a dialogically friendly dialogue between the teacher and the student when all the opinions and hypotheses expressed by the students are treated with attention and incentive.

It all depends on the content of educational assignments, and the basis of educational assignments is the type of cognitive activity. In this regard, I. Ya. Lerner, N. M. The approach of the skatkins is well known and popular. The type of cognitive activity is an independent level of cognitive activity that students achieve by working according to the educational scheme proposed by the teacher. It differs in the following classification methods: explanatory-illustrative (informational-receptive); reproductive; problematic presentation; partial-search (juaristic); research. The essence of the information-receptive method is expressed in the following features: knowledge is offered to students in a "ready" form; the teacher organizes the perception of this knowledge in different ways; students carry out the perception (acceptance) and understanding of knowledge, correcting them in his memory. All sources of information (word, Exhibition, etc.) is used in acceptance and the logic of presentation can be developed inductively and deductively. The managerial activity of the teacher is limited to the organization of the perception of knowledge¹⁷.

The weapon of teachers to motivate their students to acquire knowledge, think, a measure in monitoring their activities, assimilation are educational tasks. Each teacher should be able to maintain a system of questions and assignments that are convenient to a thorough, useful assessment.

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¹⁴ Розысков О.Р. Теоретические основы оптимального применения системы учебных задач в обучении школьников (на материалах гуманитарных предметов). Автореферат дисс...док. пед. наук. – Тбилиси, – 1986. – 50 с

¹⁵ Ўша жой.

¹⁶ Розиков О.Р. ва бошқалар. Дидактика. – Т.: Фан, 1997. – 256 б.

¹⁷ Лернер И. Я. Дидактические основы методов обучения Текст. / И. Я. Лернер. – М.: Педагогика, 1981. –186 с.

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