

## INCREASING THE EFFICIENCY OF HISTORY TEACHERS IN UZBEKISTAN: PROBLEMS AND SOLUTIONS

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**Abstract:** In this article, the role and tasks of professional development of history teachers working in the educational system in increasing the effectiveness of classes are analyzed from a scientific and pedagogical point of view.

**Key words:** History, pedagogue, perspective plan, information and communication, technology, methodology.

The primary goal of teaching history is the assimilation of historical knowledge by students in the education system, and on this basis, it is a scientific pedagogical science that studies the active formation and development of historical knowledge, concepts, principles and worldviews in the education system, based on the principle that the fundamental goal set for history education in the public education sector, in the field of professional education and in the field of higher education, as emphasized by the first President Islam Karimov, is "we want to bring our country to a new stage, to a new high point, and for this we need a bright idea. At the heart of this idea lies the awareness of the identity of our people. And it is impossible to understand one's identity without knowing the true history."

Before we begin to analyze the state and role of history in modern society, let us recall how famous thinkers of the present and the past interpreted this problem. Cicero called history "the teacher of life," while Leonardo da Vinci believed that "knowing the past of past eras and countries of the world is a human vision and a product of its intellect." The father of Russian history, N.M. Karamzin, reflecting on this issue, wrote: "History is the sacred book of peoples, a mirror of their lives and activities, a record of the discoveries and morals left by their ancestors to their descendants, and is a necessity that serves as an interpretation of the present and a model for the future, fulfilling it." V.G. Belinsky notes that "in order to understand the present and have a clue about our future, we must interrogate and investigate our past." V.O. Klyuchevsky says, "We understand ourselves by studying our descendants. Without knowing history, we must clearly understand why and for what we came to this world, how and what we strive for."

Today, this article raises one of the problems facing the history teacher: how to convey scientific, practical and new information to students every day. While we express our thoughts through our own views, today, in an increasingly complex and globalized world, in the era of the technology of ideas that can lead young people to follow their own path, alienate them from their own past and history, we have to fight with technologies that intensify alien history.

Today, the ability of intellectuals, especially history teachers, who are the propagandists of our society, to harness the power of global technologies and correctly convey the negative consequences of

their spiritually crippled ideas to the youth who will be our successors tomorrow is an educational reform that cannot be postponed.

National history, traditions, and values play a very important role in preserving a nation's identity on earth. Today, this task is being assigned to history teachers. In order for teachers of this subject to always fulfill this task, they must update their knowledge, increase their experience, and be fully aware of today's modern information technologies every day.

In this regard, the task of involving history teachers in various conferences and seminars for continuous professional development should be a priority. If they are given the opportunity to fully "open the door to freedom" and create conditions for them to work on themselves, they will be able to freely convey their views to students. Based on this, the Resolution of the President of the Republic of Uzbekistan No. PQ-3289 dated September 26, 2017 "On measures to further improve the system of training pedagogical personnel, retraining public education workers and improving their qualifications" was adopted, as well as the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 140 dated March 15, 2017 "On approval of the Regulation on general secondary education".

One of the main factors that indicate the effectiveness of the professional development system is the study of the post-course activities of teachers and their monitoring.

The correct organization of organizational and methodological work to increase the post-course effectiveness of the activities of teachers who have completed professional development courses is one of the factors that enrich the content of the educational process. For this, the teacher should provide information on the reform of the continuous education system in modules allocated during the professional development period, legal regulatory documents in the education system, information technologies separately for specialization areas and on the basis of theoretical methodological innovations learned during the course at meetings of the methodological associations in the subjects.

To this end, at the end of the professional development course, the departments should prepare a future plan for post-course assignments and creative work for the trainees who have successfully completed the course.

The teacher can also improve his work in the following courses based on this perspective plan. In order to achieve high efficiency after the course, the tasks of monitoring the teacher's activities, providing him with appropriate guidance and methodological assistance, and ensuring the timely and high-level implementation of the topics included in the perspective plan should be assigned to the deputy directors for educational work of vocational schools and heads of methodological associations. The deputy director for educational work should ensure that the teacher who has passed the advanced training course;

- has introduced innovations into the calendar work plan;

- has improved the methods of introducing new modern technologies into the educational process;

- has improved methodological skills;
- has increased the level of knowledge of students;
- has introduced new ideas for decorating science rooms;
- has increased the level of use of information and communication technologies in history lessons;
- should study the improvement of theoretical knowledge, skills and methodological qualifications in the subjects of the specialty.

A subject methodologist in vocational schools:

- should develop and approve a clear program for the step-by-step implementation of the tasks set out in the creative perspective plan to be performed by the subject teacher from course to course, provided by the advanced training center.
- Should conduct a diagnostic analysis of the subject teacher's work once a quarter and form a final monitoring.
- It is necessary to summarize the most creative and innovative ideas and innovations, promote them among the vocational school team and recommend them for study in other vocational schools and schools in the district (city).

The results of scientific research conducted at the regional center show that it is advisable to study the monitoring of the effectiveness of the trainee's activity in three areas:

- the activity of the subject teacher on the eve of the advanced training and its analysis;
- analysis of the teacher's activity during the advanced training period;
- analysis of the effectiveness of the subject teacher's activity after the advanced training course.

Questions for each area should be determined based on the following points.

1. Analysis of the teacher's activity on the eve of the advanced training is determined as follows:

- analysis of the effectiveness of the teacher's lessons;
- creativity and inquisitiveness of the teacher;
- analysis of the teaching style;
- analysis of activity in the team;

- analysis of activity at the district (city) level.

2. Analysis of the teacher's activity during the advanced training course.

The trainee prepares his own personal program during the advanced training course. The state requirements for the subject and the general requirements for the teacher were introduced.

A rapid diagnosis is conducted to determine the students' pre-course knowledge. Questionnaire questions are asked to identify gaps in their knowledge, study them, and make changes to their work plan based on this. On this basis, additional training is conducted with the course participants, and their mastery of the state requirements is constantly monitored. During the course, gaps in each participant are identified and their filling, elimination, and improvement are taken into account. In particular,

- the use of information technologies, innovative, modern pedagogical technologies by professors and teachers in organizing the educational process;

- the quality of the educational process, the active participation of the participant, and the quality of their qualification work based on the analysis of test results.

3. It is advisable to analyze the effectiveness of the teacher's activities after the advanced training course in the following areas:

- Changes in the effectiveness of the teacher's previous lessons;

- Changes in the teacher's creativity and inquisitiveness;

- Changes in the teacher's teaching methodology;

- Changes in his activity in the team;

- Changes in his activity at the district (city) and regional levels;

- Changes in the teacher's mastery of information and communication technologies;

- The effectiveness of the teacher's activities after the course is mainly determined by the methodologist of the educational institution and the regional center, which provides continuous scientific and practical methodological assistance to pedagogical personnel.

In addition, by holding various seminars and conferences, it is aimed at motivating teachers to prepare for the lesson, increasing their interest in it, establishing continuous education before the course, during the course and after the course, and ensuring the quality and effectiveness of education by ensuring that educational staff operate on the basis of self-development throughout their entire pedagogical activity. In conclusion, it can be said that, based on the content of the educational cluster and the specific specialization of the field, it is appropriate to organize history lessons in the following areas: educational area, educational tools area, education and science area, historical education and consumer area, and education quality management area. Each area is interconnected and its content

includes all forms, methods and technologies of educational, scientific, methodological, educational tools and management-related cooperation between types of education. In the educational direction, it is advisable to identify, classify and eliminate existing problems in history lessons in schools, develop mechanisms for vertical and horizontal movement of educational and methodological potential, manage and control the quality of lessons, develop and implement simple and optimal mechanisms for determining educational and methodological effectiveness, and establish interdisciplinary tutoring activities in the educational and methodological field. In the direction of educational tools, it is possible to recognize as one of the main conditions the improvement of the curriculum and subject programs of historical subjects, the enrichment and improvement of the content and quality of textbooks and manuals, the improvement of auxiliary literature and didactic support of lessons, and the effective use of information technologies and pedagogical technologies. In the direction of education and science, it is envisaged to strengthen the integration between them, establish interdisciplinary tutoring activities in the scientific field, increase scientific research on historical topics in cooperation with universities and general education schools, prepare scientific developments by professors and teachers of the history department of universities and their implementation in practice by teachers of history subjects of general education schools. In the next direction, it is planned to strengthen the integration between history education and the consumer direction, ensure the harmony of theoretical and practical foundations in history lessons, and improve the mechanisms for the rapid implementation of scientific achievements in practice, taking into account the intensity of globalization. In the direction of education quality management, it is necessary to develop new methods for innovative management of lessons, create a quality that harmonizes the interests of all education consumers, and apply innovative methods and tools, information and communication technologies in educational processes.

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