

## **Modern Innovative Strategies Used in History Classes**

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### **Abstract:**

This article examines the importance of teaching history at educational institutions and provides with the innovative methods of teaching as well as history and to suggest other useful teaching methods that can be endeavored in teaching history to the students. The use of innovative methods in the high school level is the latent not only to improve education but also to empower people, strengthen governance and stimulate the effort to achieve the mortal growth objective for the country.

**Keywords:** teaching history, empower people, strengthen governance, mortal growth, enhance, historical narratives, multidimensional, knowledge.

The decision of the head of our state Sh. Mirziyoyev dated June 30, 2017 "On the establishment of the activity of the public council on the latest history of Uzbekistan under the Academy of Sciences of the Republic of Uzbekistan" aims to eliminate the shortcomings in the work of the council and to bring it to a new stage. A number of tasks aimed at organizing the study of the latest history of Uzbekistan in a systematic, truthful and impartial way, creating a new generation of scientific and educational literature, and showing the place and role of our country in the world have been set. Basically, teaching must include two major components such as sending and receiving information to the students. A teacher tries his best to convey knowledge as the way he understood it. So, any empower people, strengthen governance that serve this purpose without destroying the objective can be considered as innovative methods of teaching. Today education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds motivation thinking, intelligently and self-reliance. After independence, government of our country took the task of reconstruction of state education on priority basis. There are so many efforts have been made to improve teacher education. But gaps can still be seen. It should also aim to upgrade the standard of teacher education, enhance the professional and social status of teachers and develop a sense of commitment among them. The education system has undergone a long process of evolution, from having started off informally in the private home to now unfolding through more formal institutions of private and state-sponsored education. The effective teaching of history is a prime area of concern for most history educators. Most of the history teachers do not adopt appropriate methods in teaching the subject. Due to this most of the students describe history as a boring and dull subject. The study investigated the perspectives of students and teachers on effective teaching of history. The findings revealed that at the pre-engagement phase, student and teachers perceived effective teaching as comprising the acquisition of content knowledge, knowledge of learners, adequate planning, and collaboration with other teachers. At the engagement phase, effective history teachers demonstrate mastery over content, show enthusiasm, relate lessons to student's prior knowledge, use multiple instructional methods and resources in conveying content create a

supportive learning environment and use alternative assessment techniques. The history teachers are open to students concerns after class, seek feedback from students, and update their knowledge in content and pedagogy. The difficulty that arises in describing and measuring teacher effectiveness may partly relate to the multidimensional, individualized and occasionally observed nature of teaching. A possible causative factor for this difficulty is that different subjects are organized differently and also have differing approaches as regards inquiry and analysis. A history teacher may use to teach certainly differ from how a mathematics teacher would teach algebra or how a science teacher will teach cell division. In light of this, that history differs from most other disciplines in that its major preoccupation lies with the action of past people and the significance and effects of that actions. Before it was generally assumed that a gradual process of committing historical narratives and constructed around key events, details, names, and dates (substantive knowledge) to memory would eventually result in a sturdy understanding of the past. learning history, if it is to lead to deeper understanding, involves not only the repeated study of such narratives, but also the acquisition and use of a set of domain-specific cognitive strategies (strategic knowledge). Applying these strategies serves as the means by which the past is learned and understood. The researchers and the educators frequently refer to the application of these domain-specific strategies to the process of exploring and interpreting the past as historical thinking. Before examining in more detail the implications of this research for learning history, it is important to understand the nature of the domain that learners are attempting to comprehend. The history teachers are storytellers as well as instructors and they usually teach at high school levels. Although classroom curricula vary depending on the level and course you're teaching, you have plenty of opportunities to share your knowledge of history and your passion for learning. The history teachers educate students on the events and lessons of history and how they may relate to current events. A teacher specializing in this field must possess a detailed knowledge of history supplemented by study in other disciplines to help students understand how historical events have shaped the world as we know it. This guide provides in-depth information on what history teachers do, how to become one, and their salary and job outlook. A history teacher leads students in the study of past events in the country. They generally teach students at the middle school, high school, and postsecondary levels. The history curriculum can cover a wide range of topics from recent events to ancient history. The teachers encourage students to view the world from multiple perspectives and to become informed citizens. The teachers facilitate teach by providing stimulating discussions, readings, and projects. They often help students comprehend and process the significance of difficult social and political issues. To reach these goals, teachers of history organize lesson plans in line with curriculum standards, collect and design lesson presentations and class assessments and perform other common teaching tasks such as grading assignments. To be successful in teaching history, an educational background in history from all time periods and global regions is a must. Successful history teachers generally have strong communication skills as well as classroom leadership skills that foster a learning environment centered on discussion and debate of past events and how these relate to modern times .An interest in history can help the teachers to engage students in the subject. In addition, the history teachers should have knowledge of modern research and citation methods to help students learn about and cite historical facts. Nowadays classrooms are exemplified by student diversity. The students in the schools are diverse in different aspects such as culture, religion, family background, region, modern devices and where they have been studying. Due to such diversities, students learning needs are also becoming increasingly diverse. A new challenge is to look for the teaching ways that can address their needs. To respond to such diverse needs of the students at high school levels, different innovative teaching and differentiated strategies and methods are being used by the teachers in their classes. Since the last three decades, innovative teaching methods to deal with the diversity of today's students are widely being used worldwide. In recent days, global trends in cultural and economic development have brought forth reforms in educational paradigms. These reforms have been accompanied by changes in the ways educational practitioners or teachers. Approach with the subject, learners is centered and the problems are having greater potential to impart to

the next generation. Over the years, there has been a big change in the thinking process of educational theorists. Major policies are more concerned about equality of opportunity for education. The government has focusing on the need of meeting diverse needs of students and they are more focused on learner-centered teaching. The teaching methods and strategies are more flexible now. There seems to be close interrelation between the diversification and flexibility patterns of higher education. The more diversified and flexible innovative systems will give more exercise a universal access policy to meet diverse needs of the student. Following are some of the measures that teachers can easily adopt to create interest in students for history as a subject such as,

1. Knowledge in the subject
2. Effective lesson plan
3. Teaching methods
4. Study with dictionary
5. Practice with maps and charts
6. Digital class rooms
7. Teaching aids
8. Sample note books
9. Use the internet and the multimedia and
10. Run-through smart phones

A history teacher should teach the lessons with patriotism and nationalism which may enhance students understand the subject with additional knowledge which is not mentioned in the class text book. During the lecture discussion and debate of the topic, the students will definitely ask questions beyond the information and have to get enough information about the topic. The history teacher must be well prepared for all the topics in detail and it will lead to having deep respect for good educators.

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