



## COOPERATIVE LEARNING ACTIVITIES IN HISTORY CLASSES

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### ABSTRACT

The article mentions the problems of using cooperative education in accordance with the modernization processes of history teaching in general education schools. Collaborative education in the teaching of history is interpreted as an important means of developing the level of cognitive activity of students, methodological recommendations are presented within the topic.

### KEYWORDS

History, cooperative learning, competence, competence-based approach, case study method, interactive method.

### INTRODUCTION

The real picture of today's education is the increase of modern requirements for the history lesson, the variety of lesson types, the increasing attention to historical sources, the modern pedagogical and information and communication technologies becoming a daily need, as the educational system is facing. In addition, in the process of paying attention to the effectiveness of education, it is necessary to study the history of Uzbekistan in depth, introduce young people to the rich cultural and spiritual heritage of our past, their contribution to world scientific thinking and culture, to mention with respect the names of the outstanding scholars of our culture, to be

proud of them, and to instill the spirit of national pride. gives Therefore, creating a true scientific history of our state and nation has become an extremely important and urgent issue for our general public.

In recent years, many countries of the world have been conducting scientific and creative research on the most effective ways to improve the quality of education and upbringing of general secondary education students. Methodological improvement of educational processes requires further development of teachers' own activity and competence. The process of continuous education can solve complex problems only when it follows scientific and pedagogical

principles. In order to organize the educational process according to the purpose and to increase the efficiency of the lesson, it is necessary to fulfill the requirements for it, defining the most important and decisive principles. These requirements are implemented using the general laws and principles of the educational cluster, such as the conformity of education to the requirements of the time, the harmony of objective and subjective processes in the pedagogical process, the interrelationship of goals, content, methods and tools in education[1]. To determine such requirements, it is necessary to take into account the specific characteristics of history education.

## MAIN PART

The organization of cooperative educational clusters in general education schools is the most effective mechanism in the teaching of history, in which the integration of educational types based on mutual equal cooperation of higher and general secondary education institutions and the integration of educational content based on ensuring coherence and consistency in the teaching of history are important, and these integrations increase educational efficiency. is relevant.

Through the competence approach in education, to teach students to effectively apply the various types of skills they have acquired in the situations encountered in their personal, “professional and social lives, together with the acquisition of knowledge, skills and competencies of students in general education subjects in an educational institution, to be able to explain one's opinion to others, to be able to understand them by listening to others, In order to engage in debate, to achieve success in everyday life, it is necessary for the student to search for this information, analyze it, and form the ability to use

knowledge, skills and abilities to solve problems encountered in their everyday life” [2, p.25].

According to the specific nature of the educational cluster, it is necessary to make effective use of every moment of the educational and educational process carried out in schools, based on this, it is of great importance to teach history teachers to teach history subjects on an integrated basis, to learn independently based on information technologies, while abandoning the oral teaching method.

Learning to work independently with textbooks, maps, documents, tables, concepts, various manuals including periodicals and other sources in history education is required. It is necessary for the teacher to organize a work system for preparing tables, diagrams, maps, and illustrations together with the student. The experience of developed schools shows that the connection between the study of history and life leads to an increase in the level of knowledge of students. Only when the participants of the educational process carry out continuous work on methodical improvement of the process, the students master the competences related to science.

“Therefore, the main methods of improving the quality of history education are manifested in the following:

- study of independent working methods;
- refusal to engage in oral teaching methods;
- development of teachers' activities;
- taking age characteristics into account in working methods;
- focus on applying the acquired knowledge in practice, etc” [3 p. 17].

The new generation of literature published for schools is enhanced with independent work and self-monitoring materials that allow to strengthen the learned materials, creatively assimilate theories and concepts and apply them to solve concrete life situations, which leads to the development of competences related to history. Also, the fact that they are connected to e-learning resources and modules helps to increase the volume of information in education and to constantly fill them.

“The study of historical knowledge serves as an indicative basis for the study of historical events in the process of acquiring ideas about historical reality, scientific vision of the development of human society, historical knowledge and knowledge of modern society”[2, p. 23]. The systematic structure of historical knowledge consists of knowledge of historical concepts, historical concepts and the methodology of historical knowledge.

Each component of historical knowledge can be briefly described as follows:

1. Historical images are reflected in the minds of students through historical facts, events, persons and their external and most meaningful features of their local level in time and space.

Historical imaginations are always subjective, resulting from the specific characteristics of the perception of historical reality.

2. Although historical concepts are not understood in the initial historical perception, it reveals their inner content, keeping in mind the most important, generalized, systematized features of historical evidence. Historical concepts are objective and are the basis of historical knowledge.

3. Knowledge of the methodology of historical knowledge includes cause and effect relationships, historical concepts and evidence, important and stable relationships between events that lead to a certain result in the development of the historical process, and knowledge of history. It can also include students' knowledge of working with historical material [4].

Working with maps is also effective in stimulating the spirit of creativity in history classes. To do this, working with a map, teaching to observe the development of one or another events through the map, awakens a sense of meticulousness in the hearts of students in relation to historical events.

We considered it permissible to bring one important factor to the attention of teachers. If this is the case, the teacher does not tell the students the most necessary idea in the process of solving the problem raised in the history lessons. On the contrary, it will be necessary to cite the arguments and facts that form this opinion. In addition, when the teacher sets a problem, he gives detailed instructions and directions to the students on how to solve it, and announces the criteria for evaluating the work results[5]. The level of complexity of the historical knowledge problem to be mastered in each lesson is determined in order to increase the students' level of knowledge. The teacher should know for sure that the information needed to solve the problem has been sufficiently conveyed to the students and will be mastered by them to a certain extent. In conclusion, it should be said that the problem of increasing the activity of students in history classes is aimed at the problems of forming young people's interest in history, including love for the history of the people, and their solution. But this does not mean only this narrow range of tasks. It is in the history lessons that the teacher develops the expression of his students' personal opinion,

conclusion and attitude to any life event, taking into account the issue of increasing the activity of young people.

## **CONCLUSION**

In other words, it is the integrative competences that are formed by studying history. Development of competences related to history is an important means of improving the level of cognitive activity of students, which allows them to act more effectively and correctly in modern life.

The cluster approach to history education allows to provide the management bodies of the institution with certain tools for effective interaction within the system, to better understand the problems, to plan the scientific basis for the development of effective teaching of history in the region.

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