

METHODOLOGY FOR TEACHING NATIONAL VALUES THROUGH THE ACTIVITIES OF HISTORICAL FIGURES

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Annotation:

This article will cover the pedagogical and methodological foundations of teaching national values on the basis of the activities of historical figures. Through the life and heritage of historical figures, the ways in which students form national values such as patriotism, spiritual maturity, humanity, justice, respect for science are analyzed. Also, the effectiveness of the use of interactive methods in the course of the lesson is justified.

Keywords: National values, historical personality, spiritual education, pedagogical technology, interactive method, historical heritage, patriotism.

МЕТОДИКА ОБУЧЕНИЯ НАЦИОНАЛЬНЫМ ЦЕННОСТЯМ ЧЕРЕЗ ДЕЯТЕЛЬНОСТЬ ИСТОРИЧЕСКИХ ЛИЧНОСТЕЙ

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Аннотация:

В данной статье освещаются педагогико-методические основы обучения национальным ценностям на основе деятельности исторических личностей. Через жизнь и наследие исторических личностей анализируются пути формирования у учащихся таких национальных ценностей, как патриотизм, духовная зрелость, гуманизм, справедливость, уважение к науке. Также обоснована эффективность использования интерактивных методов в процессе урока.

Ключевые слова: национальные ценности, историческая личность, духовное воспитание, педагогическая технология, интерактивный метод, историческое наследие, патриотизм.

In the process of globalization, the upbringing of the younger generation in a national spirit, the enrichment of their spiritual worldview is one of the pressing issues. National values are a socio-spiritual phenomenon that embodies the historical experience, customs, traditions, spiritual heritage and moral standards of the people.

And historical figures are a vivid embodiment of these values. Their life and work serve as a lesson school for young people. For example, in the activities of Amir Temur, the values of Justice, statesmanship and perseverance are manifested, while the legacy of Alisher Navoi reflects humanity, respect for science and the idea of a perfect person. Abu Nasr Farabi, on the other hand, is valued as a vivid example of scientific thought and spiritual perfection.

Therefore, the development of a methodology for teaching national values through the activities of historical figures is of significant scientific and practical importance. The study of the activities of historical figures forms an important theoretical foundation for the formation of national values. Because a historical person is an embodiment of a certain period, social environment, political process and spiritual values. Through their life and work, the spiritual and moral criteria for the development of society, the aspirations and ideal qualities of the people are manifested. Therefore, the organization of the educational process on the basis of historical figures relies on a number of pedagogical principles.

The principle of historicism implies the study of the event and the activities of the individual in close connection with the socio-political, economic and cultural conditions of his time. This approach makes it possible to assess a historical person not on the basis of modern criteria, but on the requirements of the period of his life.

For example, when analyzing the activities of Emir Temür, it is important to take into account the conditions of the political dissolution of the XIV century, the system of Public Administration and military strategy. Only then will his views on Justice, discipline and statesmanship be properly interpreted. The principle of historicism develops in students the skills of objective thinking, historical thinking and a critical approach to reality.

The principle of personality orientation. This principle requires the student to be seen as an active subject in the educational process. On the example of the life of historical figures, the student makes an independent conclusion, analyzes events, expresses his personal attitude.

For example, in the process of reflecting on the courage and patriotism of Jalaliddin Manguberdi, students asked "how would I have done?", seeking an answer. This forms a personal position and civic responsibility. As a result of the principle of personality orientation, the reader perceives history as a life lesson, and not as memorized information.

The principle of value orientation. The main purpose of studying the activities of historical figures is not to remember facts, but to draw spiritual and moral conclusions from them. Each historical event will embody a certain value. For example, through the study of the work of Alisher Navoi, humanism, generosity, respect for science, perfect human ideas are revealed. Mirzo Ulugbek's activities, on the other hand, serve to shape the values of devotion to science and enlightenment. The value-oriented approach reinforces national pride, spiritual responsibility and moral criteria in students.

The principle of integrativity. Effective study of the activities of historical figures requires interdisciplinary integration. When the subjects of history, literature, philosophy, cultural studies and pedagogy are taught in a harmonious way, the image of a historical person opens up more fully. For example, in the study of Abu Nasr's Faroese heritage, philosophical views, social ideas and moral concepts are analyzed together. This promotes integrated thinking and systematic thinking in students.

The process of national self-realization. Through the image of a historical person, the process of understanding the national self is significantly enhanced. The student perceives historical reality not simply as a sum of facts, but as a source of spiritual experience, life lessons and lesson.

As a result of a deep study of the activities of historical figures, the younger generation pays tribute to the rich spiritual heritage of its people, realizes national values and seeks to harmonize them with modern life. As a result, history education becomes a means of spiritual education and manifests itself as an effective mechanism for the formation of a national identity.

The process of teaching national values on the basis of the activities of historical figures should not be limited to the traditional method of statement. Interactive, problematic and creative approaches in this direction increase the cognitive activity of students, develop their historical thinking and serve to consciously assimilate national values. The following methods are particularly effective:

Problematic educational method. In the method of problem education, students are offered a historical situation or conflict situation and are directed to independently find a solution. This method activates the thought process, forms a critical and analytical approach to historical events. For example, the following question can be asked for discussion:

What strategy would you choose against the Mongol invasion if you were in the place of Jalaliddin Manguberdi?

Students advance various options, take into account the historical conditions, analyze the consequences of decisions.

In the process, they not only strengthen historical knowledge, but also have a deeper understanding of the essence of values such as patriotism, courage, dedication. Problem situations help to understand the internal experiences, responsible decisions and complex choices of historical figures. As a result, history becomes a process of thinking, and not a "ready conclusion".

Historical role-playing games are an effective method that creates a lively, creative and emotional atmosphere in the educational process. Students enter the role of a particular historical person, defend his point of view, substantiate his views and stage historical events.

For example, a group of students may play the role of advisers at the Court of Amir Temur, while others may play the role of commanders. They model the decision-making process of public administration, principles of justice, or military strategy.

This method:

- the moment develops a sense of empathy;
- the moment helps to feel the inner world of a historical person;
- forms the culture of communication and speech of the speaker;
- the clock strengthens the skills of teamwork.

Through role-playing games, national values become the personal experience of students.

Project activities. The project method allows students to conduct independent research, work with resources and present the result in a creative form.

For example, in the process of preparing a project on the topic "Mirzo Ulugbek and the progress of science", students study his contribution to the Observatory, scientific school and astronomy. Through this, the values of respect for Science, Research, thinking and enlightenment are formed.

Project results:

- ✓ scope = "row " / presentation;
- ✓ scientific abstract;
- ✓ video.

Can be presented in the form of a scene of the moment.

Such activities develop a sense of creativity, research and responsibility in students.

Text analysis. The analysis of the works of historical figures and sources about them serves a deep understanding of national values. The study of artistic and philosophical heritage in particular is considered effective.

For example, excerpts from the works of Alisher Navoi are analyzed and the ideas of humanity, generosity, justice and perfection are revealed in it.

Students quote the text and discuss their modern significance. Text analysis develops the following:

- ❖ logical and analytical thinking;
- ❖ spiritual-moral inference skills;
- ❖ speech and written narrative culture.

The educational process is more effective when the above methods are applied in harmony with each other.

Interactive activities organized on the basis of the activities of historical figures:

- ✓ increases students ' interest in acquiring knowledge;
- ✓ the moment helps to consciously accept national values;

- ✓ the moment forms historical thinking and civic position;
- ✓ the moment directs to spiritual perfection.

Teaching national values through the activities of historical figures is not only a cognitive, but also a deeply educational and spiritually oriented direction of the educational process. The life and heritage of historical figures serve as a school of lesson for the younger generation, through which national values such as patriotism, courage, justice, respect for science, humanity are consciously formed.

In the image of jalaliddin Manguberdi – courage and dedication, in the activities of Amir Temur – statesmanship and justice, in the legacy of Mirzo Ulugbek-loyalty to science, and in the work of Alisher Navoi – the perfect human idea and humanitarian values are embodied. Teaching this historical heritage on the basis of modern pedagogical methods strengthens the perception of national identity, spiritual responsibility and civic position in students.

In conclusion, it can be said that methods such as problem education, role-playing games, project activities and text analysis make historical knowledge a life experience. As a result, the student perceives history not simply as a set of facts, but as a source of spiritual lessons and values.

Thus, the methodology for teaching national values on the basis of the activities of historical figures serves as an effective pedagogical mechanism for educating the younger generation as a person with spiritual perfection, independent thinking and national pride.

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