

THE NEWEST HISTORY OF UZBEKISTAN. THE EFFECTIVENESS OF USING INNOVATIVE METHODS IN TEACHING.

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Annotation: *In all countries of the world, after secondary specialized educational institutions, the study of the history of one's country as a subject in higher educational institutions of each state serves as the main support for the formation of the political, spiritual, economic, and educational worldview of citizens of the state.*

The article is devoted to the importance of teaching history in higher educational institutions and the use of modern pedagogical methods.

Keywords: *History, non-professional directions, interactive methods, modernity.*

This issue is also given special attention by our President Sh. Mirziyoyev. On June 30, President of Uzbekistan Shavkat Mirziyoyev signed a decree "On the organization of the activities of the Public Council on the Modern History of Uzbekistan under the Academy of Sciences of the Republic of Uzbekistan." This resolution was adopted "in order to increase the effectiveness of research and teaching the newest history of the emergence and development of national statehood of Uzbekistan, the preparation and publication of scientific, popular science, educational and methodological, educational literature, the coordination of the activities of scientific, cultural, educational, and public institutions and organizations in strengthening and developing mechanisms for the integration of science with education and other social spheres, and the formation of deep knowledge about the history of the country among young people, primarily students of general education schools, professional colleges, academic lyceums, and students of higher educational institutions." As a result of this decision, textbooks are being developed to ensure the transfer of "Modern History of Uzbekistan" as a subject to bachelor's degree programs. In recent years, in order to

improve and develop the quality of education in higher educational institutions, due to the increased attention paid to students' specialized subjects, the number of hours of historical subjects among non-specialized subjects is decreasing, and the use of new and modern pedagogical technologies by teachers to illuminate the full content of the subject and deliver knowledge at the required level is becoming a requirement of the times. Until now, in traditional education, students were taught to acquire only ready-made knowledge. This method suppressed independent thinking, creative research, and initiative in students (or pupils). Now is the time to organize the educational process on the basis of modern lessons that meet the requirements of the updated curriculum and standards. In other words, instead of boring lessons, there is a growing demand for teachers who approach the organization of modern lessons responsibly, possess professional knowledge, methodological skills, are responsible, have mastered interactive pedagogical technologies, and can organize education based on innovations. Therefore, the role and importance of modern teaching methods - interactive methods, innovative technologies - in the educational process of educational institutions is incomparable. Knowledge and experience related to pedagogical technology and its application in education ensure that students acquire knowledgeable and mature skills. In the higher education system, the teaching of historical subjects is understood as a process necessary for the implementation of the tasks of providing students with knowledge through historical material, educating them in the spirit of national independence, fostering love for the Motherland, and the process of intellectual (internal) and educational actions (external) of teachers and students. How important is it to transfer history not only to specialized bachelor's degree students but also to other non-specialized bachelor's degree programs? In recent years, as a result of reforms aimed at developing the sphere of higher education in the Republic of Uzbekistan, many non-specialized subjects have been removed, but it is the subject of history that is retained in the bachelor's degree curricula of higher education. This situation is not only a process in our country, but in many developed countries, the subject of history is included in the list of compulsory subjects. The inclusion of history in the list of non-specialized compulsory subjects dates back to the 19th century. It was in this century that history began to emerge as one of the main directions of compulsory and modern educational institutions. Initially, in the higher education

system of European countries, it was mainly taught "for the purpose of developing national identity and educating obedient people."

The widespread and appropriate use of modern educational methods in summarizing individual concepts and drawing conclusions in the development of students' historical knowledge in history lessons is very effective in the formation of their thinking. Because the comparative study of historical data plays an important role in their logical thinking, understanding the essence of historical events, identifying the objective and subjective causes of the socio-political life of that time, improving skills and abilities, reviving historical events, and forming their historical thinking.

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