

DEVELOPMENT OF MOTIVATION IN HISTORY LESSONS USING ELEMENTS OF LOCAL LORE

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Abstract: particular attention in this article is given to the development of motivation and the formation of interest in the study of history and social studies at the lesson. In many ways, the success of schooling depends on motivation, on the meaning of the teaching that has for the student. Motivation for teaching is an urgent problem, which is acute for teachers, as its absence often leads to poor progress. The problem of motivation is among the most acute, both methodologically and theoretically. Motives of teaching are cognitive interests, needs, feelings, desires.

Keywords: motivation, history, local history.

РАЗВИТИЕ МОТИВАЦИИ НА УРОКАХ ИСТОРИИ С ИСПОЛЬЗОВАНИЕМ ЭЛЕМЕНТОВ КРАЕВЕДЕНИЯ Каримова Р.М. (Республика Узбекистан)

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Аннотация: особое внимание в данной статье уделено развитию мотивации и формированию интереса к изучению истории и обществознания на уроке. Во многом успешность обучения в школе зависит от мотивации, от того смысла, который учение имеет для учащегося. Мотивация обучения является актуальной проблемой, которая остро стоит перед учителями, так как ее отсутствие часто ведет к неуспеваемости. Проблема мотивации относится к числу острых, как в методологическом, так и в теоретическом отношении. Мотивами учения считаются познавательные интересы, потребности, чувства, желания.

Ключевые слова: мотивация, история, краеведение.

In the formation of educational motivation, an important role is played by the child's interest in the world around him, in the educational process, in the specific school subject, which is a necessary prerequisite for learning. After all, the twenty-first century is the time of an educated and educated generation with an already formed new type of thinking and attitude to the surrounding world and a life that can successfully self-determine in a rapidly changing world.

In many ways, the success of schooling depends on motivation, on the meaning of the teaching that has for the student. Motivation for teaching is an urgent problem, which is acute for teachers, as its absence often leads to poor progress.

The problem of motivation is among the most acute, both methodologically and theoretically. Motives of teaching are cognitive interests, needs, feelings, desires.

Consider the features of the formation of motivation in the study of the topic in the 9th grade at the lesson of history "Economic development of the country in the XIX-XX centuries" [1].

We note two facts related to motivation, during the study of this topic: first, most of the teaching material is not related to the real life of the child, and secondly, children do not see the importance of the influence of past events on the world surrounding them in the present. Since history is a science that reflects events that happened in the past, it has only an indirect relation to the life of students. Studying this topic leads to a decrease in interest in learning and, consequently, to a decrease in knowledge, so it is necessary to organize work in the lesson in such a way as to increase interest and motivation for the history of your land.

The use of local history material in history lessons allows schoolchildren to go deeper and more comprehensively to the study of history at the local and regional level.

In history textbooks little attention is paid to motivational assignments. Therefore, the teacher must himself develop the appropriate material. One of the options for developing motivational exercises and assignments is the use of information on the history of the native land.

When conducting classes with elements of local history, the teacher can use some techniques to increase motivation and interest in lessons in grades 5-9.

Let's consider some kinds of works with schoolboys which can cause interest to the given theme:

1. Working with the card. To draw a map for it to feature objects familiar to children, the school, the river, the church, the administrative building. If the students are already familiar with the map of the city or district, it is possible to demonstrate historical objects on it: churches, churches, chapels, factories, factories. Naturally, in tasks it is necessary to use the names of villages, streets, buildings, geographic objects familiar to students and located in their home city.

Observing the work of children in the performance of such tasks, we can conclude that tasks that have either an entertaining story or require hands-on activity, contribute to the ability to model and perform competent analysis.

2. Research work. Involving children in the search for and analysis of information on the history of their native land, as this contributes to the formation of a personal point of view, opinion and life position, which is necessary for development in modern Russian society.

3. Use of computer technology. This kind of work allows students on their own in the classroom or at home to make a presentation, compose a crossword or test tasks with elements of local history for their classmates.

4. Lesson-excursion. When conducting such a lesson, you can use observation, prehistory, story, walk to a specific object or street.

5. Lesson-conversation. Invitation to such lessons of participants of historical events, eyewitnesses, veterans of labor, relatives of students to listen to a story about their land. The result of this lesson-conversation can be: the design of wall newspapers, photo albums, the preparation of an article in a school newspaper. One of the most important goals of the conversation is the desire to positively influence the consciousness, feelings and development of emotional, intellectual and creative work of students.

6. Visiting libraries and archives in order to search and systematize knowledge.

7. The lesson-quiz. When conducting a lesson-quiz, the effectiveness of the pedagogical process increases, which requires taking into account the age characteristics of the students, developing programs and using local lore material, and using creative methods to develop the personality of students. Acquaintance with local history material makes it possible to bring the pupil closer to knowledge, which is useful and interesting for each person.

8. Creating a problem situation.

9. Conducting intersubject lessons. Such lessons broaden the horizon, increase interest in learning the subject.

10. Game lessons. Use in game situations to increase attention and interest among learners in history lessons.

The use of such approaches to the study of the subject, that is. the use of local history elements in history lessons leads to the fact that students themselves begin to associate life situations with educational material, which causes cognitive interest and, as a consequence, motivation for learning.

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