

DEVELOPMENT OF COMMUNICATION SKILLS OF 8TH GRADE STUDENTS IN THE PROCESS OF STUDYING THE HISTORY OF UZBEKISTAN

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Annotation: This article deals with the problem of developing communication skills in eighth grade students in the process of studying the subject of the history of Uzbekistan. Communication skills of students can be actively developed in history lessons, as this subject allows you to deeply study the way of our ancestors, the history of their homeland. The author in the article gives a system of communication skills and communicative competence, which allows you to perceive historical information, develop critical thinking.

The problem of developing speech and communication skills in 8th grade students at the present stage is of great importance. This is due to a number of reasons due to the change in the socio-cultural state of society, which negatively affected the formation of the language culture of the younger generation. The loss of interest in the native language and culture highlights the need to address issues related to rethinking the problem of developing speech skills. This determines the interest of specialists - philologists, linguists, teachers, psychologists, historians and methodologists in various aspects of the study of language means and their introduction into an active history dictionary. The methodology of teaching history is a branch of pedagogical science that studies the process of studying history in order to use its patterns to further improve the effectiveness of training, education and development of the individual. The subject of the methodology of teaching history is the process of studying the history of Uzbekistan, the heroes and patriots of their country. The history of mankind testifies that the processes of spiritual awakening in the life of any people lead to the realization of national identity and serve development. Our ancient history has been revived. Rich cultural heritage, national identity and spiritual values [1].

One of the topical aspects in teaching the technology of communication skills is the development of students' speech. By developing the student's speech skills, we develop his intellect, emotional and moral sphere. Only through the development of speech is it possible to establish and improve historical thinking, critical imagination, and higher emotions. Communicative competence is a new type of educational content at school. Communicative competence is a characteristic of a person's personality, revealing: the ability to perceive historical information, develop critical thinking.

It is necessary to encourage students to the learning process. Stimulation means to induce, give impetus, impetus to thought, feeling and action. In order to reinforce and enhance the impact on the student's personality of certain factors, various methods of stimulation are used, among which competition and encouragement are the most common [2].

Within the framework of the lesson, communicative means can be carried out in different forms. For grade 8 where the subject of history is taught, some of them can be considered, for example, debates. The main difference between debates is as follows: this type of discussion is devoted to an unequivocal answer to the question posed - yes or no. One group (affirmers) are supporters of a positive answer, and the other group (deniers) are supporters of a negative answer. Within each of the groups, two subgroups can be formed, one subgroup selects arguments, and the second develops counterarguments. Debates are characterized by a clash of positions, as a result of which, after an exchange of arguments and counterarguments, one of the positions gets preference. Debates can be devoted to any of the topical and discussed controversial issues of Russian history, for example, the history of "Uzbekistan", such a topic as "The establishment of the rule of the Sheibanids in Maverannahr and Khorasan" (take topics where double positions can take place and where you can collect more facts).

For 8th grade schoolchildren, the discussion is especially interesting, as it is a kind of intellectual training, since its essence is to make students strain as much as possible and show their mental abilities. Role-playing games, which allows not only to increase students' interest in the topics studied in history, but also to develop behavioral skills dictated by a certain social role, create conditions for the formation of an active citizenship. For example, after studying the topic "Cultural life of the Kokand Khanate", one can ask the question: What is meant by the "Kokand literary environment", and how was it formed?

1. Creativity Jahon - otin, under the pseudonym Uvaisi
2. Statesman Makhloroyim - Nadira
3. Historian Abdulkarim Fazli Namangani
4. Scientist - historian Muhammad Salih

You can invite several invited guests who are of interest in connection with the problem under consideration, and the participants prepare their questions on this topic, for example, how to most objectively assess the cultural life of the Kokand Khanate? It is desirable that different points of view are presented, and the questions are varied. It is important to be able to ask and answer questions. The role of invited guests can be played by individual students, adults or a

teacher (depending on the goals of organizing a lesson in this form). Brainstorming is one of the methods of active learning, aimed at activating thought processes by jointly searching for a solution to a difficult problem. For example, "The political situation of the Kokand Khanate in the second half of the 18th and first half of the 19th centuries": how could the history of Uzbekistan have turned if Khudoyarkhan had not eliminated the rule of the Kipchaks? Alternatives and further development prospects. The first (productive or generating) is the promotion of new ideas. The second (selection) is the analysis and rational selection of the ideas put forward.

The basic rules of the creative stage of brainstorming: 1. "The more the better" - there should be a lot of ideas, quantity entails quality. 2. "Justification is not needed" - participants only put forward ideas in the form of an answer to the question posed, they should be formulated briefly and clearly. 3. "Refusal of criticism" - suppression of any attempts of analysis and criticism, any thoughts put forward or proposed answers are recorded, regardless of the attitude towards them or the controversial provisions. 4. "Ideas should be as diverse as possible" - answers can be the most unexpected and sometimes absurd, everything new at first seems crazy and does not fit into existing ideas. Thus, we see that the possibilities of the lesson that contribute to the development of the student's communicative culture are enormous, but the most optimal in the conditions of the class-lesson system of work is the problematic method.

Problem-based learning is a form in which the process of cognition of students approaches search, research activities. Case study (case-study) - The method of case study develops the ability to analyze unrefined life and production tasks. Faced with a specific situation, the student must determine whether there is a problem in it, what it consists of, determine their attitude to the situation. So, for example, in the 8th grade, at a history lesson on the topic: "Culture of the Karakalpak people", a problem task is set before the class: compare the work of Jien Jirov, Kunkhodzhi and Adzhiniyaz after that and fill in the table together and discuss it orally.

Goals. What ideas are reflected in these works of Djien Jirov, Kunhodzhi and Adzhiniyaz (Positive / negative results of this historical period). In this case, conditions are created for the formation of skills to analyze and highlight the main thing, to determine the general and the special, to identify causes and effects. Students formulate their own position on the issue under discussion and use historical information to argue it. All educational interactions are interactions of individuals constantly influencing each other. In the educational system, the personalities of students and teachers can grow or, on the contrary,

degrade every day, depending on the style of interaction and method of management adopted in it. Creating a psychological climate conducive to the personal growth of all participants in educational interactions is the most important task of the organizers and leaders of any educational institution [3].

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