



## **DIDACTIC MATERIALS AS A FACTOR OF INCREASING EFFECTIVENESS IN HISTORY LESSONS**

**(In the example of demonstration)**

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### **Abstract**

The article deals with the use of didactic materials in teaching history and their classifications. The types of didactic means, methods of their use and the concept of classifications are comprehensively analyzed, the corresponding conclusions are formulated. At the same time, the importance of using didactic materials in history lessons is highlighted.

**Keywords:** History lesson, science and education, reforms, audio-video, telecommunications, information technology, technology, didactic tools, didactic materials, visual materials, posters, photopositives, photographs, drawings, tables, diagrams.

### **Introduction**

The basis for the development of society is the activities of comprehensively developed and perfect individuals. Looking through the history of developed countries, we come to the conclusion that the effectiveness of any goals and reforms in the development of society is achieved with the help of science and education.

For this reason, our country is implementing large-scale reforms aimed at bringing the education sector to a qualitatively new level. The development of the education system has been elevated to the rank of state policy in our country. The tasks of reforming this most important area, in which the future of the state is concentrated, are being solved step by step.

Particular attention is paid to the development of the education sector, which is the first and important link in the system of educating the younger generation. In his speeches, Sh. Mirziyoyev always focuses on the effectiveness of measures taken to reform and develop this area, and gives a critical analysis of the renewal processes in the education system [1].





Along with providing deep and thorough knowledge to young people, it is important to teach them how to find solutions to everyday problems. Today, educational institutions attach great importance to the use of audio-video, telecommunications, communication equipment and technologies developed taking into account the latest achievements of science and technology. That is why, in order to increase the effectiveness of the lesson, it is important to acquaint students with the didactic capabilities of the above-mentioned teaching aids and instill the ability to use these materials in the educational process. All this forms in students the necessary skills in mastering the presented materials and activates their activities [5].

Didactic materials can be tools that we encounter and use in everyday life. That is, we want to say that these do not necessarily have to be tools designed specifically for learning. We can determine the didactic possibilities of the means at hand. For example, television. People use it as a means of recreation, relaxation after a working day, on the one hand, on the other hand, it serves as a propaganda tool among the population. And as a didactic tool, it is a necessary tool in distance learning.

In teaching social subjects, it is necessary to use various didactic materials in providing educational information. When getting acquainted with the most typical types of such materials, we were able to identify the following pattern - depending on the purposes of their use, several types can be distinguished:

- visual materials (pictures, maps, diagrams, tables, diagrams, posters);
- traditional educational literature (textbooks, teaching aids, lecture texts, dictionaries, reference books, etc.);
- handouts (test materials, newsletters, task cards, questionnaires);
- non-traditional materials/means (natural display of objects, samples of finished products)

If during the lesson it seems impossible to convey educational material to students orally, it should be presented in a visual form. These materials should be presented in such a way that all students in the class can receive general information. The use of these materials helps the teacher at the stage of explaining a new topic. That is why, in order to achieve an effective result, it is necessary that the teacher is fully familiar with the didactic material and knows how and at what stage of the lesson it can be used. To successfully achieve the goal and use these didactic tools in the learning process, we consider it necessary to solve the following problems:

- to know the types of didactic materials, determine the capabilities of these materials, prepare them and learn to use them in the classroom;
- to study the types of didactic tools and materials, the principles of their work, structure, application and their didactic capabilities;





- familiarization with complexes made up of didactic tools, analysis of their didactic capabilities and learning to independently create complexes for conducting a lesson [6].

By fulfilling all the above responsibilities, mastery and necessary skills are formed for the activities of the subject teacher while teaching mandatory knowledge. We can understand the importance of this statement more deeply by studying the topics. When performing any work, a person uses certain tools. And in education it's the same, we use various means and tools of learning. And we call such means didactic means.

Didactic tools occupy an important place in the learning process. Because they are considered to be one of the tools for organizing the educational process. Didactic tools are considered one of the most important teacher assistants [5].

In addition, we cannot achieve the intended goal without didactic means and during extracurricular activities and various educational measures.

Now imagine a situation: the teacher needs to give information about a loom or a steam engine of a historical period. It will be difficult for him to do this only by presenting the material orally. Because kids have no idea what it is. But if the teacher uses a diagram of this loom or steam engine when explaining, or shows them a virtual model, or uses video materials associated with them, it will not be difficult for him to convey to students a visual model of this historical equipment. The conclusion here is obvious: the student will understand faster and will be able to clearly and vividly imagine the material if the teacher uses visual aids when explaining. In our classes, we try to use all types of teaching technologies, not limiting ourselves to oral presentation of material. These are digital and written, audio and visual, three-dimensional and interactive, electronic and other visual teaching aids. Based on this, if we get acquainted with the capabilities of each didactic material, we will be able to find out which of them and for what purpose can be used more effectively.

We can distinguish three directions in the use of didactic means:

- didactic materials,
- didactic tools used for the use of didactic means,
- didactic educational complexes used in the educational and cognitive process and ensuring the unity of pedagogical impact.

Each of the directions, in turn, has several types [2, p-144].

We include teaching materials of all types as didactic materials: visual, those produced by the teacher himself, etc., used during the educational session. When using and preparing these materials, we use didactic tools. For example, posters, slides, photographs, audio, television, video materials, information and communication





technologies, etc. In turn, based on the structure, operating principles and didactic capabilities, we divide these tools into classes.

As a result, we have the opportunity to use several types of didactic materials in the lesson. The set of these materials prepared for use during this lesson is called a set of didactic materials.

Didactic educational complexes are a set of teaching aids used at various stages of the educational and cognitive process and ensuring the unity of pedagogical impact.

When completing each educational task and achieving results, it is advisable to approach the explanation of the material in a comprehensive manner. We believe that this is the only way our work will be effective. For example, when explaining a topic that is related to the history of a battle, we need to give students a diagram or map of the location of this battle, provide detailed and general information about the location of the warring parties. With the help of photographs and a map, students have the opportunity to visualize the composition of the troops, the relief of the battlefield, weapons, etc. With the help of video materials on the topic, models of guns used in this battle, we can provide clear information about the course of this battle. As a result, we will have a set of didactic tools that represent the course of this battle: about the battle itself and its consequences. Our complex consists of:

- a schematic map of the battlefield indicating the location of the armies of the opposing sides;
- photographs with information about the location of troops and their weapons on the battlefield;
- models of guns from the battlefield, and a special table and electricity to display them;
- a workplace equipped with the necessary equipment for displaying video materials related to the educational material.

We realize the meaning and importance of didactic materials as we study the topics presented. During the lesson, all kinds of didactic materials are used to provide information on the topic. These materials are used directly or through appropriate means. Let's focus on the simplest types of didactic materials. Didactic materials of this type are divided into several types depending on the purpose of use [3].

To increase the effectiveness of the lesson, it is necessary to present the material in a visual form. These materials are called visual aids. These materials are intended for front-line work with students. This type of material is intended for the teacher to convey new knowledge. Presented in graphical form, educational materials stimulate students' better understanding of the topic.



Pictures and drawings are considered the most effective means when a teacher explains a topic. With their help, students can better imagine the appearance, details, shape and relative sizes of the speech object. For example, wall paintings of the city of Afrosiab. These paintings were created to decorate city walls. Thanks to this approach, we can convey to students that these drawings belong to the cultural heritage of our people. And when we analyze the culture of that period with students, we can learn what scene is depicted in the painting, the artistic skill of the artists, and also that these drawings are a valuable document of our history. Thanks to this analysis, students will be able to obtain information about the most ancient period of the cultural life of the people. And the teacher will take the first steps towards caring for the historical and cultural memory of his people.

Using schemes. Schemes are used to simplify the explanation of the operating principles of complex structures and the structure of mechanisms. For example, you can show the electrical, pneumatic, hydraulic circuits of a steam engine and the mechanism of its operation. And drawings can be used for a deeper study of objects related to the topic. Or, using working drawings of various historical and architectural buildings, we can obtain information such as their clear geometric dimensions, shapes, and what elements they consist of. We can provide more detailed information about the tomb of Mazlumkhan Sulu, located in the historical and archaeological monument of Mizdakhkan, by providing students with information about the design of the monument, its size and current state, showing drawings, pictures and photographs of the tomb.

Tables. Working with tables during the educational process is one of the productive ways to study the material, one of the ways to organize students' work. Tables of different types are used by teachers for different purposes and at any stage of the lesson, so this method remains one of the most used and productive in modern pedagogical practice. The use of tables as a way of organizing work in a lesson occupies one of the most important places, as it can help the teacher not only to place the material necessary for study, systematize it, but also use it in such a way that the amount of work calculated for a regular lesson can be completed in a short time. amount of time. For example, using a table, it is easy to explain the chronology of centuries and millennia of human history. The generally accepted chronology in most countries is based on the Christian era: "common era" is the era from the supposed birth of Jesus Christ, and the years before that are considered to be "before our era." All this information presented in the table makes it much easier to identify certain historical events that occurred during different periods of human history.



A diagram is a graphical representation of data. Data visualization using charts helps us study patterns, relationships and structure of data, as well as compare any quantities related to different objects. Diagrams can be presented in the form of a circle, lines, triangles, etc. For example, when presenting information on the level of economic development of the largest capitalist countries, on the share of capital imports, etc. By viewing and examining this information in charts, students will be better able to understand that capitalist relations have developed unevenly around the world and will also be able to independently analyze this data.

Posters are one of the most versatile types of visual materials and combine all the types of visual materials listed above. A poster, as one of the types of visual aids, helps to solve educational and cognitive problems, ensures the expansion of students' knowledge when presenting information related to a specific topic. For example, when presenting material about a weaving loom, you can put all the information on a poster: an image of the loom, its diagram, a drawing of the gearbox, a table of speeds and gears, a graph of labor productivity. For this reason, this type of visualization is used very widely.

To build a democratic legal state with a bright future, it is necessary to educate a spiritually mature generation and develop advanced ideas in them. Therefore, our country attaches great importance to the education and upbringing of the younger generation. This can only be achieved by raising the quality of education to the highest level.

Summarizing all that has been said, I would like to note that the use of visualization in history lessons greatly facilitates students' assimilation of the material being studied, ensures its meaningful perception and lasting memorization, and increases interest in classes. In order for a visual aid to be useful, we need to remember the need for skillful, methodologically sound use. Achieving this result requires the school teacher to be particularly demanding, efficient and dedicated. Only then will we be able to achieve the goal of the lesson, and will be able to contribute to students' acquisition of deep knowledge in the educational process. Along with quality education, we will contribute to the formation in students of a sense of patriotism, respect for the history of the people, and the development of national pride.

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