

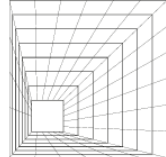
## Ways To Increase The Efficiency Of Teaching History In Higher Education

**Abduvakhidov Dilshod Narbotirovich**, Assistant Professor,  
Samarkand Campus of the University of Economics and Pedagogy,  
Samarkand, Uzbekistan.  
e-mail: [norbotirovich@mail.ru](mailto:norbotirovich@mail.ru)

In the context of modern globalization, one of the main tasks facing the higher education system is to train independent and critically thinking specialists who can ensure the socio-political, cultural and intellectual development of society. The role of history in this process is of particular importance. History appears in higher education not only as an educational subject, but also as an important tool for forming historical thinking, social consciousness, civic position and national identity in students [1, 22]. Today, the process of teaching history in higher education institutions is undergoing a transition from a traditional approach focused on providing knowledge to a competency-based, person-oriented and result-oriented educational model. This creates the need to reconsider the effectiveness of teaching history, adapt its content, methods and technologies to modern educational requirements [2, 45]. In particular, the issue of interpreting historical events not as a set of facts, but based on their causal relationships, social context, and inextricable connection with modernity is becoming increasingly important.

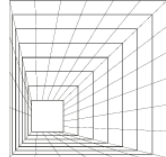
The effectiveness of teaching history in higher education is determined by many factors. In particular, the scientific basis of the educational content, the modernity of teaching methods, the level of use of digital and innovative technologies, as well as interactive pedagogical cooperation between the teacher and the student are important components of this process. At the same time, the issue of increasing the cognitive activity of students in teaching history, the development of independent analysis and critical thinking skills is also one of the important indicators of educational effectiveness. This article analyzes the ways to increase the effectiveness of teaching history in higher education institutions from a theoretical, methodological and practical perspective. The main purpose of the study is to identify factors that ensure effectiveness in the process of teaching history and to scientifically substantiate the possibilities of increasing it based on modern pedagogical approaches and innovative technologies. Within the framework of the article, the content of history education, methodological support and factors affecting educational results are considered based on a systematic approach.

The issue of the effectiveness of teaching history in the higher education system is one of the important problems of pedagogical theory and educational practice. The concept of "effectiveness" in the context of history education is determined not only by the level of mastery of educational material, but also by the formation of historical thinking, analytical approach, and understanding of social processes competencies in students [3, 59]. Therefore, it is necessary to interpret the effectiveness of teaching history as a complex, multi-component pedagogical phenomenon. Theoretically and methodologically, the effectiveness of teaching history is explained by the harmonious harmony between educational goals, content, methods, and results. In higher education, the system of historical knowledge should be given to students not as a set of ready-made facts, but within the framework of certain scientific concepts, methodological approaches, and historical thinking. Such an approach reveals the essence of history as a science that not only provides information, but also shapes the worldview. One of the important methodological foundations that determines the effectiveness of teaching history is the competency-based approach. According to this approach, the final result of the



educational process is assessed not by the acquisition of knowledge, but by the formation of the ability to apply it in practical and intellectual activities [5, 77]. In history education, this approach involves the development of students' competencies in analyzing historical events, working with sources, comparing different historical interpretations, and drawing independent conclusions. Also, among the methodological foundations of the effectiveness of teaching history, person-oriented and activity-based educational approaches play an important role. Person-oriented education is based on taking into account the student's individual interests, intellectual needs, and cognitive capabilities. The activity-based approach serves to increase the effectiveness of education by ensuring the active participation of students in the process of acquiring historical knowledge. Thus, the effectiveness of teaching history in higher education is determined theoretically and methodologically by the goal-oriented nature of the educational process, the scientific basis of the content, and the modernity of teaching methods. These foundations serve as a methodological basis for improving history education and fully realizing its educational and educational potential.

The effectiveness of teaching history in higher education institutions is formed under the influence of a number of interrelated factors. These factors cover the substantive, organizational and subjective aspects of the educational process and serve to fully realize the educational and educational potential of history. A systematic analysis of these factors makes it possible to assess the current state of history education and determine areas for its improvement. First of all, one of the main factors that directly affects the effectiveness of teaching history is the scientific validity and modernity of the educational content [6, 27]. The content of historical knowledge in higher education should be updated inextricably linked with the development of society, socio-political processes and scientific achievements. Outdated interpretations of historical materials or an approach based solely on facts can reduce students' interest in the subject. Therefore, in teaching history, the conceptual integrity, logical consistency and compliance with modern requirements of the content are important criteria for effectiveness. The second important factor is the teacher's professional competence and pedagogical skills. A history teacher must have not only historical knowledge, but also the skills to use modern pedagogical technologies, didactic approaches and innovative methods. The teacher's ability to convey historical events to students in an analytical and problematic way, encourage them to compare different historical interpretations and direct them to independent thinking significantly increases the effectiveness of education. Another important factor affecting the effectiveness of teaching history is the cognitive activity and learning motivation of students. In higher education, the active participation of students in the lesson process, the ability to express a personal attitude towards historical processes and the desire for independent research are important indicators of educational effectiveness. The fact that students remain in the role of passive listeners limits the possibilities of history. Therefore, it is necessary to organize the lesson process in an interactive way, create problem situations and direct them to independent analysis. Also, the effectiveness of teaching history is closely related to the organizational aspects of the educational process [7, 223]. Logical planning of lessons, a balance between classroom activities and independent learning, and a rational distribution of the educational load have a positive effect on educational outcomes. In particular, the correct organization of the independent learning process in history is important for developing students' skills in working with sources and historical analysis. Thus, the effectiveness of teaching history in higher education is ensured by the harmony of educational content, teacher competence, student activity, and organizational aspects of the educational process. Taking these factors into account, improving history education requires a scientifically and pedagogically sound approach.

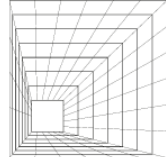


One of the main ways to improve the effectiveness of teaching history in higher education institutions is the systematic application of modern pedagogical approaches. The traditional lecture method is often focused on passive knowledge transfer, which limits the ability of students to develop independent thinking and historical thinking. Therefore, modern pedagogical approaches serve to ensure the active participation of students, to form critical thinking and practical skills [8, 58]. Problem-based learning teaches students not only to memorize facts when studying historical events, but also to deeply analyze their cause-and-effect relationships. For example, students develop historical thinking by analyzing the internal and external causes of the Russian Revolution of 1917, comparing different sources, and drawing independent conclusions. Research-oriented education allows students to work with historical sources, evaluate different historical interpretations, and conduct independent scientific research. In this way, students develop not only historical knowledge, but also scientific research skills. Another advantage of problem-based learning is that it develops analytical and critical thinking in students. For example, when analyzing a historical event, a student does not just memorize the facts of the source, but also draws conclusions based on the author's position, social context, and modern relevance of the source. This is inextricably linked to the main goal of higher education - the training of independent thinking specialists. Interactive pedagogical methods increase the student's activity in the learning process and deepen his historical thinking. Such methods include: [9, 101]

1. Discussion & debate. Students are taught to defend different historical points of view and justify their opinions. For example, organizing debates on the topic "The role of German and Soviet political decisions in the outbreak of World War II" develops the student's critical thinking.
2. Role-play. The student actively participates in the role of a historical figure or group and analyzes historical events from their own point of view. For example, organizing games in the role of various social groups in the Russian Revolution of 1917 helps to understand different interpretations of events.
3. Case-study. Students study real historical situations, make decisions and analyze their results. For example, studying the processes of national revival at the end of the 19th century, assessing the social consequences of each decision and action.
4. Project-based learning. Students prepare small research projects on a historical topic, either independently or in groups. For example, on the topic of "Political processes in Uzbekistan at the beginning of the 20th century," practical skills are developed through preparing a project, working with sources, and presenting the results.

All interactive methods ensure the active participation of the student in the learning process, expand his historical thinking and significantly increase the effectiveness of the lesson.

An interdisciplinary approach allows students to study historical events in connection with other disciplines. For example, analyzing historical processes from a sociological, economic or political perspective forms complex systematic thinking and socio-legal awareness in students. Interdisciplinary integration in higher education not only expands historical knowledge, but also demonstrates the real-life significance of history [10, 88]. Interdisciplinary integration also develops students' skills in solving problem situations with different approaches. For example, a joint analysis of the historical context of economic crises and political decisions deepens the student's historical thinking and strengthens practical thinking. Modern pedagogical approaches, interactive methods and interdisciplinary integration are the main tools for increasing the effectiveness of teaching history in higher education. These approaches form historical thinking, critical thinking and independent learning skills in students, fully demonstrate the educational and educational potential of history. At the same time, the organization of the teaching process in interactive and problem-

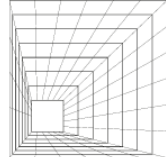


based methods significantly increases the effectiveness of education. One of the current ways to increase the effectiveness of teaching history in higher education is the use of digital technologies and innovative tools. In the conditions of education that meet the requirements of the 21st century, traditional teaching methods are often insufficient, therefore, electronic resources, multimedia materials, virtual laboratories and online platforms significantly enhance the educational and educational potential of history.

Electronic textbooks, interactive presentations, video materials and animations help students understand historical events visually and contextually. For example, with the help of interactive maps on the history of Uzbekistan, students will be able to see regional events, military campaigns and economic and political changes and logically connect them. Multimedia tools not only facilitate the perception of information, but also play an important role in attracting students' attention and increasing their motivation. Working with sources in history develops students' scientific research skills. Electronic libraries, archives, digital journals and historical document databases allow students to quickly find sources, analyze and compare them. For example, by analyzing digital archival materials on Uzbek history of the 19th–20th centuries, students develop the skills to draw independent conclusions and evaluate historical events on a scientific basis. Distance and hybrid learning platforms allow students to learn historical knowledge from anywhere and at any time [11, 143]. These platforms feature interactive tests, forums, webinars, and virtual seminars, which increase student engagement in the learning process. Online platforms also allow students to communicate, exchange ideas, and conduct independent research. Virtual tours, 3D modeling of historical environments, and simulations allow students to experience historical events as a living experience. For example, exploring the historical monuments of Samarkand through a virtual tour develops students' skills in understanding historical sites and evaluating them in a real-life context. At the same time, innovative technologies strengthen students' skills in analyzing problem situations and making decisions.

Digital technologies and innovative tools are important factors in increasing the effectiveness of teaching history in higher education [12, 56]. Electronic resources, multimedia, online platforms and virtual simulations increase student engagement, develop independent analysis and critical thinking skills, and maximize the educational and educational potential of history. At the same time, the teaching process using modern technologies provides students with a lesson experience enriched with interdisciplinary integration and interactive methods. The effectiveness of teaching history in higher education institutions is determined not only by providing students with knowledge, but also by developing their historical thinking and critical thinking skills. Historical thinking includes the student's ability to analyze events in a cause-and-effect relationship, draw independent conclusions based on various sources, and understand historical processes in a systematic way. Critical thinking develops through evaluating historical data, comparing sources, and analyzing opposing interpretations. Historical thinking develops students' ability to contextually understand historical processes, identify their social, political, and cultural causes, and use past experience to assess current events [13, 63]. For example, when studying the processes of national revival in Uzbekistan in the late 19th and early 20th centuries, a student should not only memorize events, but also analyze their socio-political outcomes, the positions of various groups, and their contemporary consequences. In this way, through historical thinking, the student systematically understands complex events and learns to apply historical knowledge in a practical context. Working with historical sources is the main tool for developing critical thinking in students. Reading a source, a student must determine its author, the context of the period in which it was written, and which socio-group interests it reflects. At the same time, comparing conflicting information from different sources and drawing independent conclusions strengthens the skills of historical





thinking and scientific analysis. For example, when analyzing the economic and political situation in Uzbekistan at the end of the 19th century, the combined study of various archival documents, newspapers, and oral history sources allows students to evaluate historical events with a comprehensive approach.

Thus, the development of historical thinking and critical thinking in teaching history is one of the main factors determining the effectiveness of higher education. Students should be formed not only as recipients of information, but also as independent historical researchers. This is done using modern pedagogical approaches, interactive methods and digital technologies, as a result of which the educational and educational potential of history is realized to the maximum. The issue of increasing the effectiveness of teaching history in higher educational institutions is manifested as a complex and multi-component pedagogical phenomenon. The results of the study show that the main factors determining effectiveness are the content of education, teacher competence, student activity, organizational aspects of the lesson process, modern pedagogical approaches and the use of digital technologies.

In teaching history, along with theoretical knowledge, the formation of historical thinking and critical thinking in students is of great importance. In this process, interactive methods, problem-based learning, research-oriented approaches, interdisciplinary integration, and the use of digital and innovative technologies develop students' independent scientific activity skills.

#### References:

1. Altrichter, H. (2019). *The Role of History Education in Developing Critical Thinking in Higher Education*. Vienna: University Press.
2. Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge.
3. Lee, P. (2015). *Pedagogy and the Teaching of History in Higher Education*. London: Palgrave Macmillan.
4. Knight, P. (2012). *The Development of Competence-Based Learning in Higher Education*. New York: Routledge.
5. Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.
6. Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93(3), 223–231.
7. Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University* (4th ed.). Maidenhead: Open University Press.
8. Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and Achievement in Problem-Based and Inquiry Learning. *Educational Psychologist*, 42(2), 99–107.
9. Banks, J. A. (2014). *Teaching Strategies for the Social Studies: Decision-Making and Citizen Action*. New York: Longman.
10. Bates, T. (2019). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Vancouver: BCcampus.
11. Siemens, G. (2017). *Learning Analytics: The Emergence of a Discipline*. New York: Springer.
12. Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.
13. Dewey, J. (1938). *Experience and Education*. New York: Macmillan.