



USING HISTORICAL LITERATURE IN HISTORY TEACHING

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Annotation: The article discusses the content, methods and importance of the use of historical and artistic literature in the teaching of history. Methods of using literary sources in history education, the ability to make the right choice, the criteria used in the selection of important factors for the in-depth study of the idea of the work from the educational point of view are substantiated.

Keywords: historical and literary literature, factors, principles, methods, objectivity, science, criteria.

Texts used in teaching history to young people include textbooks, historical documents, works, popular scientific and artistic, historical literature, etc. Printed texts are the main source of students' historical knowledge, as well as the source of knowledge of the teacher, the basis of his statement. It is natural that only if the teacher uses these sources correctly and productively, his statement will meet the didactic requirements, the high requirements of the science of history in general, the teacher's statement will be understandable, meaningful, interesting, ideologically and scientifically convincing to the students. , can be figurative and impressive [1. 24-25]. Historical and literary literature is an important factor in mastering historical processes. When using historical-fictional literature in history education, it is necessary to take into account the psychological age characteristics of students and their interest in science.

A number of methods of using literary sources in history education have been presented: recommending literary sources related to the topic, talking about people and historical events related to the topic in the sources, methods of using sources. when the learner is able to perceive reality at the level of a writer's talent, to see it with his eyes, to imagine it through his personality, through his spiritual world, and to consciously follow it in his practical activities. is determined [2.45].

The learner should not only become an observer of the gallery of symbols and artistic tools depicted in the work, but should learn to evaluate the educational and educational idea put forward by the writer from the point of view of the results achieved. inevitable. Knowing how to choose a work of art correctly is one of the important factors of deep learning of the idea of the work from an educational point of view, and its selection is based on certain criteria, that is, the high ideological and artistic value of the work of art value, the characteristic role of the work in the creative work, the importance of the work for the period of its creation and study, the artistic work has an educational, educational, developmental character; appropriateness and appropriateness of the artistic work for the age of learners; arousing interest in the student; spiritual interest of the student; consists of the level of being able to meet the demands and needs [3. 28-30]. Works written in prose describe a wide and objective view of life, reveal the essence of spiritual values, poetry does not have a wide opportunity for such an image, and in dramatic works, the reality is not through the writer's speech, but through the actions of characters, words. differs in that it is expressed through Such a difference between literary types leads to a difference in terms of their educational opportunities.

The use of images of literary literature ensures that the teacher's statement is instructive, makes it clear, and students create a vivid image of the past. The role of fiction does not end there. A real artistic

image that realistically reflects the social events of a certain period, typical images represent the essence of that social event [4. 89]. In the teacher's narrative, the examples taken from fiction also make the narration emotional, and create feelings of sympathy, pleasure, regret, hatred or admiration in the students in relation to the studied historical events.

Fictional literature used in history teaching can be divided into two groups: - literary monuments of the studied period; - literary monuments of historical fiction include works written down by contemporaries of historical events and events. The works included in this group serve as a unique source of the past for the science of history. Literary monuments include written works of oral creativity: legends, epics, songs, parables, etc. In many of these works, reality is reworked, enriched and decorated with folk fantasy. In the event that the works and monuments that describe reality objectively have not reached us, such works are used to illuminate the distant past, for example, the history of ancient Greece. The history of society in the time of Homer is described on the basis of the analysis of episodes from Homeric epics and partly from Greek legends, the main importance of artistic monuments is that they reflect the idea of the society of their time, and this can be understood by students through the vivid historical events and figures. helps them clearly imagine their artistic images. At the same time, students will get acquainted with the role of fiction in the life of the society in concrete examples. For example, in the work "Song of Roland", Karl himself and his warriors are idealized and the history of the wars he waged is distorted. At the same time, this work introduces the bravery of knights, loyalty to their lord, selflessness, as well as this type of medieval literature. "The Song of Roland" is the most obvious example of this type of literature. Although Roland is a fictional character, his wonderful qualities have a positive educational effect on students. From the "Fox Novel" created in the Middle Ages, readers will understand the attitude of the townspeople to the feudal lords, the intensifying struggle between them, and how humor was used to illuminate it. When using legends, heroic epics and other literary works created in the ancient world and the Middle Ages in history lessons, students should be taught to look at these works with a critical eye [5. 87-89]. Also, they are told that these works are artistic relics from the past, that some information about the events of those times can be used and how they can be used, which parts of these works are fictional and which parts reflect reality. it is necessary to explain. In heroic epics, heroism, patriotism characteristic of the Turkic peoples, Shiroq's bravery, Tomaris's patriotism, loyalty in love, Alpomish, Tahir and Zuhra, Yusuf and Zulayha, Farkhod and Shirin have a great educational significance, in epics of the character of war, heroes of the past, historical and life. reflects the truth, shows the criteria of behavior that a person should follow in his daily life in epics in the nature of pandnoma. That is why the examples of literature created in these genres have the opportunity to provide students with comprehensive information about the rich historical aspects of our spiritual culture, including the past, values, and ethics of the Uzbek people [6. 49].

Fictional works include historical novels, stories written on historical themes, artistic works about the studied period, stories. These works are written based on the study of historical sources, memoirs and documents, scientific investigations and monographs, in which the events of the past are expressed through artistic images and artistic images. While fiction cannot be a documentary source for the science of history, it serves as an important tool in explaining the past to students. Students become interested in history as a result of reading historical novels and short stories.

Literary monuments of the studied period often serve as a basis for summarizing and summarizing the lesson material in history lessons. Fiction helps to clarify the educational material being presented and make the presentation interesting. When choosing fiction, the teacher takes into account the educational value of the material, how realistically and scientifically the historical events are covered [7.103].

In conclusion, the teacher, along with the use of fiction in his statement, always supervises the work of students in reading literary works in the classroom and outside the classroom. One of the pedagogic requirements for the formation of spiritual culture by means of literary literature is to approach it from the point of view of the era in the use of its educational influence. Deep philosophizing and prudence in the content of classical literature samples will take the learner on a journey to the distant past [8. 158-160]. The authors were able to artistically express the lifestyles, life problems, and philosophical roots of their times, using this method to distance the material and spiritual life of the people from worrying issues and disturbing experiences. Most of the samples of classical literature are composed in a poetic way, and they mainly consist of ghazal, rubai, fard, tuyuq, quatrain, story, story, epic, ode, muhammas. it is required to

study them on the basis of deep thought. Humanity, kindness, dignity, friendship and brotherhood, love of the country, people's well-being, and the issue of the perfect person among the people of the time were considered the main themes in the works of classical writers. In short, the effectiveness of the methods of using artistic resources in the teaching process depends on the level of the learner's ability to organize the knowledge of historical information in accordance with the tasks and goals of the education.

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