

SOME METHODS OF WORKING WITH CONCEPTS AND TERMS IN HISTORY LESSONS

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Abstract

This article discusses the study and systematization of methods, ways and means of forming concepts in the process of teaching history at all stages of education. Also, to determine the role of historical concepts in the study of history, to highlight the features of the formation of concepts in the process of teaching history.

Keywords: Learning, term, terminology, concepts, continuing education, method, formations, competence, history lessons.

Introduction

НЕКОТОРЫЕ МЕТОДЫ РАБОТЫ С ПОНЯТИЯМИ И ТЕРМИНАМИ НА УРОКАХ ИСТОРИИ

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Аннотация

В данной статье рассматриваются вопросы изучения и систематизации методов, способов и средств формирования понятий в процессе



преподавания истории на всех этапах обучения. Также определена роль исторических понятий в изучении истории, выделены особенности формирования понятий в процессе преподавания истории.

Ключевые слова: Обучение, термин, терминология, понятия, непрерывное образование, методика, формации, компетенция, уроки истории.

Аннотация

Ушбу мақолада таълимнинг барча босқичларида тарихни ўқитиш жараёнида тушунчаларни шакллантириш методлари, усуллари ва воситаларини ўрганиш ва тизимлаштириш ҳақида сўз боради. Шунингдек, тарихни ўрганишда тарихий тушунчаларнинг аҳамиятини аниқлаш, тушунчаларни шакллантириш хусусиятларини ёритишга ҳаракат қилинган.

Калит сўзлар. ўрганиш, атамалар, атамашунослик, тушунчалар, узлуксиз таълим, метод, шаклланиш, компетенция, тарих дарслари.

Working with concepts and terminology plays a crucial role in the study of history. Terms are essential for explaining and systematizing facts when mastering a topic. Mastering historical concepts means students grasping the most important, specific characteristics of historical facts and reflecting historical events and phenomena in their minds through their most significant connections and relationships. Working with concepts and terminology is a crucial part of teaching any subject, since without their knowledge and understanding, it is impossible to speak of the effectiveness of the educational process. Research has proven that concepts and terminology in school history courses can only be learned through the use of concrete facts. This important conclusion once again emphasizes the interconnectedness between the acquisition of facts and concepts. The Regulation "On Approval of State Educational Standards for General Secondary, Specialized, and Vocational Education," approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017, outlines the stages of history study in general secondary, specialized, and



vocational educational institutions, the goals and objectives of teaching the subject, and the qualification requirements for graduates of general secondary, specialized, and vocational education. This Regulation states that the primary goal of teaching history in general secondary, specialized, and vocational educational institutions is to develop historical awareness and historical thinking in students, to instill in students a sense of respect for the history and modernity of the world's peoples and our multinational peoples, as well as national and universal values, and to explain to students that the history of our statehood is an integral part of world civilization. It also defines the competency of working with historical sources and literature to explain the meaning of historical toponymic terms, which are important for describing historical realities from the earliest times to the present day.

During classes, each new term and concept requires explanation. Terms can be explained in various ways. If they represent objects, you can simply show them a picture. Or, while showing pictures, explain the origin of the names of those terms.

To learn vocabulary in a history course, you can use terminology techniques, such as:

- "The Fourth Is Extra" - eliminate one word from four, independently determining the basis by which the other three are related.
- "Continue the Row" - several words are written, and the student guesses the principle (basis) by which they were selected and demonstrates their understanding by choosing the appropriate word.
- Using the concept and term being studied, students must compose a sentence or a story with a certain number of terms. Word usage and understanding of the context are checked.
- Among the suggested phrases with the terms being studied, students must find incorrect ones, cross them out, or mark them in different colors.
- Independently composing a crossword puzzle using concepts and terms. One type of crossword puzzle: one word is placed vertically, while the others are placed horizontally, parallel to each other. Students have the opportunity to compete to see who can create the longest chain or the most interesting figure



made from this chain. • Assign a text with missing terms, followed by a list of concepts and terms that must be inserted in the appropriate place in the text.

- Establishing a hierarchy: Among the proposed terms and concepts, the student must select the number of the most important ones for a given topic, as determined by the teacher, and explain their choice.

- Distribution: A list of concepts, names, and titles is provided; they must be distributed into groups of similar words. For example, instead of naming the groups, show a sample assignment—write one word in each column so that students can guess the distribution principle. Or ask the students to distribute the words themselves into columns they themselves named, and not determine the number of columns, but only limit them reasonably.

- Provide a narrative, figurative text in which the terms being studied are not written in their own right, but through their definitions. Students must replace them with terms or concepts, restoring the original text.

When studying terms in a history course, it is also advisable to use a series of methodological exercises. For example, the exercise "Compose a Sentence or Story." The teacher provides the opportunity to compose a short description of a specific event, phenomenon, or era, using assigned concepts, terms, names, dates, and geographic contexts. The content of the proposed narrative includes words unrelated to the assignment.

The above exercises are aimed at developing critical thinking.

The following exercises can be used to help develop skills in identifying properties and classifying by characteristics.

Another exercise is "Searching for Analogues." Here, the teacher names terms and events, and students must find similar ones they've previously studied and justify their answer.

A consistent continuation is the exercise "Searching for Opposing Concepts and Phenomena."

In the exercise "Forming Definitions," students must provide the most precise definition of something, using only essential characteristics and ignoring nonessential ones.

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When completing the exercise "Expressing Thoughts in Other Words," it's crucial to ensure that the meaning of the statement is not distorted.

Another interesting exercise is "Constructing a Message Using an Algorithm." Algorithms can vary, for example, "fact - causes," "reason - accompanying events."

Such exercises discipline and deepen thinking.

Each concept and term has its own content, which consists of a connection between essential and nonessential characteristics, the scope of which includes individual and general categories. Each individual concept and term relates to other concepts and terms in one way or another, either standing alone or forming a group of concepts with them. The structure of a concept and term also includes connections that, to varying degrees, connect a given concept with others. The presence of such connections draws attention to the interrelationships of concepts and terms with one another, their subordination.

Work with terms and concepts begun when studying new material should be continued during its reinforcement. Since not all of the lesson material is being reinforcement, but only the main, leading concepts and terms, it is natural that a selection of terms and concepts also occurs. When assigning tasks to determine the comprehension and assimilation of a new topic, special techniques can be used to work with concepts and terms, facilitating the clarification and consolidation of the lesson's key concepts and the terms denoting them.

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