

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

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IJTIMOIY FANLARNI O'QITISHDA VIDEO MATERIALLARDAN FOYDALANISHNING O'ZIGA XOS INTERAKTIV USLUBLARI

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Annotatsiya. Ushbu maqolada video materiallar ijtimoiy fanlarni an'anaviy o'qitish usullarini to'ldirish uchun hujjatli filmlar, arxiv materiallari, reenaktsiyalar va multimedia taqdimotlari kabi audiovizual manbalardan foydalanish xususida so'z boradi. Ushbu materiallar vizual va eshitish vositasini taqdim etadi, bu orqali talabalarning xotirasida tarixiy voqealar, raqamlar va tushunchalar uzoq vaqt saqlanishi uchun xizmat qiladi .

Kalit so'zlar: tarix ta'limi, videomateriallar, multimedia, o'qitish usullari, mashg'ulotlar, o'quv natijalari.

УНИКАЛЬНЫЕ ИНТЕРАКТИВНЫЕ МЕТОДЫ ИСПОЛЬЗОВАНИЯ ВИДЕОМАТЕРИАЛОВ В ПРЕПОДАВАНИИ ОБЩЕСТВЕННЫХ НАУК

Аннотация. Видеоматериалы в этой статье историческое образование обратитесь к использованию аудиовизуальных ресурсов, таких как документальные фильмы, архивные материалы, реконструкции и мультимедийные презентации, в дополнение к традиционным методам обучения. Эти материалы предоставляют визуальную и слуховую среду, с помощью которой студенты могут взаимодействовать с историческими событиями, числами и концепциями.

Ключевые слова: историческое образование, видеоматериалы, мультимедиа, методы обучения, занятия, результаты обучения.

UNIQUE INTERACTIVE METHODS OF USING VIDEO MATERIALS IN TEACHING SOCIAL SCIENCES

Anootation. In this article, video materials history education refer to the use of audiovisual sources such as documentaries, archival materials, reenactments and multimedia presentations to complement traditional teaching methods. These

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

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SJIF 2024 = 5.444

Том 2, Выпуск 6, 30 Июнь

materials provide visuals and hearing aids through which students can deal with historical events, figures and concepts.

Keywords: history education, video materials, multimedia, teaching methods, training, study results.

Ijtimoiy fanlarni o'qitish so'nggi yillarda multimedia resurslarining integratsiyasi tufayli evolyutsiyasining katta qismi tufayli sezilarli o'zgarishlarga duch keldi. Video materiallar tarix o'qituvchilari uchun kuchli vosita bo'lib, talabalarni biron mavzuga chuqurroq jalb qilish va o'tgan voqealarni yanada kengroq tushunishga imkon berdi. Ushbu maqola tarix darslarida video materiallardan foydalanishning ta'sirini o'rganadi, ularni amalga oshirishning turli usullari, natijalari va umumiy ta'lim tajribasiga ta'sirini o'rganadi.

Usullari: Video materiallar tarix o'qituvchilari uchun o'qitish usullarini takomillashtirishga intilayotgan qimmatli pedagogik boylikka aylandi. Ushbu materiallar ko'plab manbalarni, shu jumladan hujjatli filmlar, arxiv materiallari, reenaktsiyalar va ekspert intervyularini o'z ichiga oladi. Video materiallarning integratsiyasi turli yondashuvlar orqali sodir bo'lishi mumkin:

Qo'shimcha manba: videolar tarixiy rivoyatlarga vizual va eshitish kontekstini ta'minlaydigan qo'shimcha manbalar bo'lib xizmat qiladi. Ushbu manbalar talabalarga mavzu bilan shaxsiy va hissiy darajada bog'lanishda yordam beradi, tarixiy voqealarni yanada aloqador va qiziqarli qiladi.

Vizual tahlil: videolar o'quvchilarga tana tili, yuz ifodalari va atrof-muhit tafsilotlari kabi vizual signallarni tahlil qilish imkonini beradi. Bu tanqidiy fikrlash va analitik ko'nikmalarni rivojlantirishga yordam beradi, chunki talabalar tarixiy kontekst va motivatsiyalar haqida xulosa chiqarish uchun og'zaki bo'lmagan signallarni talqin qiladilar.

Birlamchi manba talqini: videomateriallar, xususan arxiv lavhalari o'quvchilar o'tgan voqealar haqida o'z xulosalarini chiqarish uchun tahlil qilishlari mumkin bo'lgan asosiy manba bo'lib xizmat qilishi mumkin. Bu tarixiy empatiyani targ'ib qiladi va talabalarni bir nechta istiqbollarni ko'rib chiqishga undaydi.

Tarix darslariga video materiallarni kiritish juda samarali va qiziqarli o'qitish strategiyasi bo'lishi mumkin. Videolar tarixiy voqealar, raqamlar va tushunchalarni an'anaviy darsliklar va ma'ruzalar erishish uchun kurashishi mumkin bo'lgan tarzda

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 6, 30 Июнь

hayotga olib kelishi mumkin. Tarix darslarida video materiallardan foydalanishning ba'zi afzalliklari va mulohazalari:

Foyda:

- Vizual va Audio jalb qilish: videolar o'quvchilarning e'tiborini jalb qiladigan va ularning hislarini rag'batlantiradigan dinamik vizual va eshitish tajribasini ta'minlaydi. Bu tarixiy tarkibni yanada esda qolarli va aloqador qilishi mumkin.

- Haqiqiylik: tarixiy lavhalar, tasvirlar va videodagi asosiy manba materiallari o'quvchilarga o'tmish bilan bevosita aloqani taklif etadi, bu ularga vaqt konteksti va his-tuyg'ularini tushunishga yordam beradi.

- Multimedia o'rganish: videolar vizual, eshitish va ba'zan matnli elementlarni birlashtiradi, turli xil o'quv uslublariga mos keladi va kengroq talabalar uchun tushunishni kuchaytiradi.

- Murakkab tushunchalar aniq: videolar murakkab g'oyalar yoki voqealarni parchalash uchun animatsiyalar, grafikalar va rivoyatlar yordamida murakkab tarixiy tushunchalarni soddalashtirishga yordam beradi.

- Global Istiqbol: videolar o'quvchilarga jahon tarixining o'zaro bog'liqligini tushunishga imkon beradigan turli xil madaniy va tarixiy qarashlarni namoyish etish orqali global istiqbolni taqdim etishi mumkin.

- Hissiy aloqa: Video kontent his-tuyg'ular va empatiyani uyg'otib, o'quvchilarga tarixiy voqealar ortidagi insoniy tajribalarni chuqurroq tushunishga yordam beradi.

Mulohazalar:

- Manba ishonchliligi: siz foydalanadigan videolar ishonchli va ishonchli manbalardan ekanligiga ishonch hosil qiling. Noto'g'ri yoki noto'g'ri tushunchalarni davom ettirmaslik uchun taqdim etilgan ma'lumotlarning to'g'riligini tekshiring.

- Kontekstualizatsiya: o'quvchilarga tomosha qilmoqchi bo'lgan narsalarning tarixiy kelib chiqishi va ahamiyatini tushunishga yordam berish uchun videoni kontekstli ma'lumotlar bilan tanishtiring.

- Diqqat oralig'i: videolar qiziqarli bo'lishi mumkin bo'lsa-da, ular o'quvchilar e'tiborini saqlab qolish va kognitiv ortiqcha yuklanishning oldini olish uchun mos uzunlikda bo'lishi kerak.

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 6, 30 Июнь

- Faol o'rganish: tanqidiy fikrlash, munozara va tahlilni rag'batlantiradigan videolarni keyingi tadbirlar bilan birlashtiring. Bu talabalarga tarkibni chuqurroq qayta ishlashga yordam beradi.

- Kirish imkoniyati: turli xil o'quv ehtiyojlari bo'lgan talabalarni ko'rib chiqing va har qanday video materiallarga taglavhalar, subtitrlar yoki transkriptlar orqali kirishni ta'minlang.

- Darslarni xilma-xil va qiziqarli qilish uchun hujjatli filmlar, reenaksiyalar, intervyular va animatsiyalar kabi turli xil video formatlardan foydalaning.

- Texnologiya masalalari: dars oldidan videolarni ko'rsatish uchun zarur bo'lgan texnologiya va jihozlar ishonchli va funksionalligini tekshiring.

- Foydalanishni muvozanatlash: videolar qimmatli vosita bo'lsa-da, ular o'qitishning boshqa shakllarini butunlay almashtirmasligi kerak. Yaxshi o'rganish tajribasini yaratish uchun videolar, munozaralar, o'qishlar va boshqa tadbirlar o'rtasida muvozanatni saqlang.

Umuman olganda, video materiallar tarkibni yanada chuqurroq, qiziqarli va talabalar uchun ochiq qilish orqali tarix darslarini boyitishi mumkin. O'ylangan va boshqa o'qitish usullari bilan birgalikda foydalanilganda, videolar talabalarning tarixni tushunishi va qadrlashiga katta hissa qo'shishi mumkin.

Video materiallar son-sanoqsiz imtiyozlarni taklif qilsa-da, potentsial muammolar va mulohazalarni hal qilish muhimdir. O'qituvchilar manbalarning aniqligi, potentsial tarafkashlik va videolarda keltirilgan tarixiy voqealarning turli xil talqinlari bilan bog'liq masalalarni ko'rib chiqishlari kerak. Bundan tashqari, video materiallarga adolatli kirishni ta'minlash tashvish tug'dirishi mumkin, chunki barcha talabalar sinfdan tashqarida texnologiyaga ishonchli kirishlari mumkin emas.

Xulosa va takliflar.

Video materiallarni ijtimoiy fanlarga kiritish ta'limda ijobiy natijalarga olib keladi. Ushbu materiallar talabalarning fanga qiziqishni uyg'otishi, tanqidiy fikrlashni osonlashtirishi va yanada chuqurroq o'rganish tajribasini taqdim etishi mumkin. Imtiyozlarni maksimal darajada oshirish uchun o'qituvchilar aniq, yaxshi o'rganilgan va o'quv dasturiga mos video materiallarni tanlashlari, bu talabalarning ishonchli ma'lumotlarga ega bo'lishini ta'minlaydi.

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 6, 30 Июнь

- Video materiallarni ko'rgandan so'ng sinf muhokamalarini rag'batlantiriladi. Bu talabalarga o'z talqinlarini baham ko'rish, istiqbollarni taqqoslash va birgalikda yanada nozikroq tushuncha yaratish imkonini beradi.

- Axloqiy muammolarni hal qilish: tarafkashlikni tan oladigan va turli nuqtai nazarlarni taqdim etadigan videolardan foydalanilganda, tarixiy hamdardlik va bir nechta istiqbollarni tushunishga yordam berish lozim..

Xulosa qilib aytganda, video materiallarning tarix ta'limiga qo'shilishi o'qitishga dinamik va transformatsion yondashuvni taqdim etadi. Multimedia resurslarining vizual va eshitish elementlaridan foydalangan holda o'qituvchilar yanada qiziqarli va yaxlit o'quv muhitini yaratishi mumkin. Videomateriallar puxta o'ylangan kuratsiya, tahlil va munozara orqali tarixiy savodli va tanqidiy fikrlaydigan shaxslarning yangi avlodini shakllantirishda bebaho vosita bo'lib xizmat qilishi mumkin.

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МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

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МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

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МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

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МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

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Том 2, Выпуск 6, 30 Июнь

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Researchbib Impact factor: 11.79/2023

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