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Use of pedagogical technologies in forming history (in particular, the “labyrinth methodology”)

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Abstract. This article discusses the essence, purpose and practical significance of one of the interactive methods used in the educational process - the labyrinth method. This method serves to develop students' skills in independent thinking, analysis and finding logical connections. The article discusses the stages of application of the method, its advantages and its role in increasing educational efficiency.

Keywords: labyrinth method, innovative technologies, independent learning, educational activities, logical thinking, problem questions.

To help students (pupils) develop the skills to emerge from various situations and situations encountered in their educational and life activities with dignity, to correctly assess the situation and quickly find the necessary solution, and to improve their skills in this regard. To develop their thinking skills and speech activity, and to form a culture of communication[1].

The use of this method in the formation of the lesson will certainly show effective results. For example, let's analyze the results of this method on the topic of the internal and foreign policy of the Kokand Khanate, which is presented in the 8th grade History textbook. Before the start of the lesson, the teacher prepares a circle of chairs for the students (it is advisable to place a bouquet of flowers in a basket (or cloth) in the center of the circle). This arrangement of the space helps to make the lesson interesting and lively. If possible, such a lesson can be held outdoors, that is, in nature, then the students can comfortably sit in a circle on the green grass. When the lesson begins, the teacher asks the students to take their places in this circle.

Then the student (students) listens to their personal opinions on the topic and tries to find solutions to the questions that arise during the application of the method. For example, problematic situations in the economic and trade relations of the Kokand Khanate are discussed and a way out of this situation is asked (the teacher describes the situation, names three possible solutions, and asks the student (students) to choose one of the three correct options and explain why they chose this option. After that, the teacher divides the students (students) into small groups of three people according to their wishes, and each group member presents their opinions based on their conclusions, based on the requirements of the method [2].

With the help of the teacher, each small group in turn presents a summary of the information they have prepared. The teacher sets a specific time for them to find a solution to the situation or problem raised by the small groups. Within the given time, the small group members try to find a solution to the situation or problem, and when the time is up, the groups' answers are listened to. For example,





the situation or problem chosen by one small group is recalled once again, and the remaining small groups in turn give their solutions to this situation or problem. After all the small groups have given their chosen answers, the small group that raised the situation or problem expresses its opinion about the correct solution, the teacher also expresses his opinion on this situation or problem and summarizes the opinions of all the small groups expressed. Then the discussion of the situation or problem raised by the second group is carried out, and the.

At the end of the lesson, the teacher evaluates the work of students and groups and gives recommendations on what to pay more attention to when solving a situation or problem, and then concludes the lesson. In conclusion, the use of such pedagogical technologies in the teaching process certainly shows effective results. The ability of students to have their own independent opinion, justify it, and accept any critical opinions is formed in such methodological processes. The situation of covering thoroughly studied topics based on general conclusions can be observed during subsequent lessons. If the processes of organizing lessons are formed in such ways, positive results will certainly be achieved. The main goal of organizing lessons in a perfect manner is to achieve positive results.

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