

## EDUCATION OF THE SPIRITUAL QUALITIES OF STUDENTS IN TEACHING MILITARY HISTORY COURSES

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### Abstract

One of the most important conditions for the implementation of the educational and educational tasks set before the history course is the place of the history course taught in each class, its educational and educational tasks, the topics of each section and section, it is appropriate to start teaching history only after the sub-tasks of the subject taught in each lesson have been clearly defined in advance.

### INTRODUCTION

The successful implementation of the goals and tasks of history teaching in the system of secondary education and secondary special education depends, first of all, on the ability of the teacher to clearly and correctly define the educational tasks of each lesson in advance. depends. This, in turn, depends on the level of theoretical knowledge and skills of the teacher about the methods and methods of correctly defining the educational tasks of the lesson.

One of the most important conditions for the implementation of the educational tasks set before the history course in the system of secondary education and secondary special education is to fulfill the educational tasks of each lesson, as well as in its system of other lessons. It consists of clearly defining the place of the past and the implementation of these tasks. However, any educational task cannot be completely solved by means of some activities carried out in one or several lessons or extracurricular activities.

In each history lesson and extracurricular activities, some element of the ideological and educational tasks of history teaching is implemented. Therefore, when preparing for each history lesson, the teacher considers that this lesson is a continuation of the previous lessons, and the educational and educational tasks to be solved in this lesson are an integral part of the educational and educational tasks performed in the previous or future lessons. should not forget that

Students learn the important concepts that form the basis of the scientific worldview gradually, over the course of a number of lessons, new concepts become concrete and enriched with new content based on the materials of the next lesson. The next lesson

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expands the knowledge and skills acquired by the students in the previous lessons, and creates new concepts in them. Students will understand historical processes in a wider and deeper way.

As the teacher plans each next lesson, in this lesson, which is a part of the entire history course, what part or element of the educational and educational tasks to what extent, based on what materials and in what aspect should be solved, what general conclusions should the students make? it is necessary to carefully consider what historical concepts to define or expand, what new ideas to explain, how to introduce them.

The teacher should plan the educational tasks of the entire history course in connection with the educational tasks of some topics. Planning on topics helps to develop a methodical system of teaching topics. When planning by topics, the place and role of each topic in the entire history course is determined.

The educational tasks of each lesson can be successfully implemented not by themselves, but only on the basis of the conscious and planned work of the teacher. When preparing for the lesson, the teacher selects material taking into account the size and content of the educational program, organizes the lesson plan based on the program and textbook, arranges the material and determines the methods of using documents and other instructional tools in its presentation.

However, these things are only possible if the teacher clearly and correctly decides the main idea of the lesson, the educational tasks expected from it, what to achieve in the lesson, what imagination and understanding should be created in the students. the teacher can achieve the intended goal. If the main idea of the lesson and its educational tasks are not correctly and clearly defined, the lesson will consist of simply listing the facts indicated in the program by chance.

The choice of material and its consistent placement, all didactic methods and methodical tools used in the lesson should be subordinated to the main idea of the lesson, the goal of solving its educational and educational tasks. Therefore, determining the main idea of each lesson and its educational tasks is the most important stage in the teacher's preparation for the lesson.

This important stage of preparing for the history lesson is the most responsible, but also the most difficult part of the work.

Defining the main idea of history lessons and its educational tasks is difficult, especially for young, inexperienced teachers. They often cannot clearly distinguish between the educational tasks and the educational tasks of the lesson, they confuse one with the other, or limit themselves to defining the educational tasks in general, not taking into account the concrete lesson material and its content. Such teachers often give a general answer to the question, "What important educational tasks should you have solved in this lesson?"

In grades VI-VIII, topics related to the formation of states in different countries are covered. These general laws of the formation of the state based on the objective development of society are common to all nations. However, along with the general laws of the formation of the state, each nation has its own characteristics that arise from its conditions. That is why,

when discussing topics related to the formation of the state in many countries, it is necessary to show not only the general laws of the formation of the state, but also the specific features of the history of each nation.

Upon examination, it was found that most of these students, who were unable to reveal the ideological content of the subjects and educational tasks, are teachers of history in secondary education and secondary special education system. At the same time, they were also taught the theoretical part of the history teaching methodology.

Many years of pedagogical experience shows that setting the goals of lessons and educational tasks for teachers is the most important and responsible work, but it is also a very complex work that requires deep knowledge, skills and abilities. . Therefore, it is necessary to pay special attention to this important issue in the training of highly qualified history teachers. Now let's check the goals and educational tasks of teaching these three subjects, the commonalities and peculiarities of their content.

The educational tasks of the topic "The formation of the state in Egypt" can be correctly and clearly determined only on the basis of the analysis and generalization of the following:

- 1) the interests of slaves, peasants and artisans are in conflict with the interests of slave owners, and they cannot reconcile with each other;
- 2) if there is no state consisting of coercive organizations - armed warriors, courts, prisons, etc., the slave owners who organized the minority cannot keep the slaves, peasants and artisans who make up the majority under their control;
- 3) that in 4000 BC, with the division of Ancient Egyptian society into opposing classes, i.e. slaves and slave owners, a number of states were first formed, and a thousand years later, in 3000 BC, the capital That one single slave state was established, which was the city of Memphis, that this state, which had its own army, guards, courts and prisons, suppressed the resistance of slaves and peasants and served the interests of slave owners, this slave state was formed It is the purpose of this lesson to show that it consisted of a despotic monarchy. When determining the purpose of the topic "Foundation of the Spartan state", the following cases are considered:

- 1) in the first half of the first century BC, the state of Sparta is established in Laconia in the southeast of the Peloponnese;
- 2) at the end of the first century BC, Laconia was conquered by the Spartans from the northern peninsula, then the local inhabitants of Laconia - the Ilots - were enslaved, and the Spartans themselves became slave owners;
- 3) slave owners (Spartans) establish a state, organize an army, court, prison, and other coercive organizations in order to maintain their rule over slaves (Ilots).

Thus, the main goal of this topic is to see that the Spartan state was a slave state, founded on the basis of the conquest of Laconia by the Dorian tribes from the Northern Peninsula and the enslavement of the local population, and through this state, the slave owners (Spartans) ensured their domination over the slaves (Ilots). is to show.

What should be paid attention to when determining the ideological content of history lessons and its educational tasks?

First of all, it should be said that the ideological content of history lessons, educational tasks are determined depending on the content of the material given in the history program.

When the teacher describes historical events and some facts in the lesson, he should seriously think about the importance of knowing them for the students, he should speak and analyze the most important and characteristic historical facts in a particularly broad way; it should reveal the essence of events, its laws and historical significance.

It is possible to correctly and precisely determine the ideological content of the lesson, the educational tasks, only on the basis of a deep study of the essence of the historical event, the reasons that caused it, its laws, importance and results, which make up the main content of history lessons.

The teacher should work on the basis of historical works and state documents in determining the content and educational tasks of the history lesson. The documents of the state form the theoretical and methodological basis of history teaching.

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