

PEDAGOGICAL AND METHODOLOGICAL ASPECTS IN PREPARING FUTURE HISTORY TEACHERS FOR PROFESSIONAL ACTIVITY

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Abstract

The article describes the conceptual ideas aimed at forming the methodological competence of future history teachers. The importance of general methodological and specific methodological knowledge in the preparation of future history teachers for professional activity is highlighted. It is stated that the study of the methodology of teaching history in modern conditions has a practice-oriented character and is an important component of the professional training of a history teacher.

Keywords: Methodological competence, methodological culture, general, methodological knowledge, specific methodological, professional activity, educational module.

Introduction

BO‘LAJAK TARIX O‘QITUVCHILARINI KASBIY FAOLIYATGA TAYYORLASHDA PEDAGOGIK VA METODIK JIHATLAR

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Annotatsiya:

maqolada bo‘lajak tarix o‘qituvchilarining uslubiy kompetensiyasini shakllantirishga qaratilgan konseptual g‘oyalari tasvirlangan. Bo‘lajak tarix o‘qituvchilarini kasbiy faoliyatga tayyorlashda umumiy uslubiy va xususiy uslubiy bilimlarning ahamiyati yoritilgan. Zamonaviy sharoitda tarixni o‘qitish metodologiyasini o‘rganish amaliyotga yo‘naltirilgan xarakterga ega bo‘lib, tarix o‘qituvchisining kasbiy tayyorgarligining muhim tarkibiy qismi ekanligi bayon etilgan.

Kalit so‘zlar: uslubiy kompetensiya, uslubiy madaniyat, umumiy, uslubiy bilim, xususiy uslubiy, kasbiy faoliyat, o‘quv moduli.

Аннотация:

в статье описываются концептуальные идеи будущих учителей истории, направленные на формирование методологической компетентности. Подчеркивается важность общеметодологических и частнометодических знаний в подготовке будущих учителей

истории к профессиональной деятельности. В современных условиях изучение методики преподавания истории носит практико-ориентированный характер, что заявлено как важная составляющая профессиональной подготовки учителя истории.

Ключевые слова: методологическая компетентность, методологическая культура, общие, методологические знания, частные методологические, профессиональная деятельность, образовательный модуль.

Introduction

The professional training of the future teacher is related to the increase in requirements for this teacher, and in the conditions of fundamental changes in society, the quality of his preparation for independent pedagogical activity as a specialist is understood. In modern science, the concept of "professional training" refers to vocational education and skills necessary for independent professional activity, which reflect the process of acquiring knowledge, skills, and abilities related to:

- accelerated vocational education system

acquisition of skills needed by students to perform a certain task;

- the process of acquiring enabling knowledge, skills and abilities is understood. The interdependence of the elements that make up the system of professional training is that the students of the pedagogical university are not a simple sum of them, but a common goal based on their integration - to prepare a competent teacher. This goal determines the structure of professional training of future teachers and aims at the formation of the main direction of the competence-based approach education system, which serves as the basis for modern development, taking into account the goal of professional training of future teachers. Today, the competence-oriented approach to the issues of history education and history teaching in high school places modern demands on the professional training of future teachers [1]. Orientation to the formation of the professional competence of the future teacher has given the pedagogical community the task of revising the goals, content and organization of his professional training. Researchers distinguish subject, social, psychological, pedagogical and methodological competence in the competency model of a future teacher. The formation of methodological competence should be considered as the goal and result of the professional training of students in the process of learning "history teaching methodology". The problem of formation of methodological competence of graduates of pedagogical universities is becoming especially urgent and important in the conditions of new requirements for the qualifications of a history teacher [2]. He should not only be a good teacher, but also follow various scientific and pedagogical approaches. In particular, he should be able to use ready-made methodological materials, but also to create new ones, to create textbooks, developments and recommendations, electronic educational tools. This teacher's methodological competence allows him to consciously design and serves as an assistant in the development of an effective teaching method[3]. According to N. A. Morozova and other researchers, scientific and methodological support includes supporting the educational system with methodological, didactic and methodical developments that meet the modern requirements of the science and



practice of pedagogy, which increases the educational effectiveness of students. and has a direct impact on quality improvement. M. K. Gorbatov and M. A. Nazimova state that increasing the share of practical work of students, ensuring independence will help students in the process of mastering the practical skills of their future profession. In the training of history teachers, this problem is solved by introducing future-oriented active teaching methods [4]. According to V. A. Adolf, a competent teacher should be called a person who knows the methodology of teaching well and, moreover, clearly defines his attitude to various methodological systems and has a unique method of activity in the methodology" [5] The basis of methodological competence, which can be divided into general methodological and specific methodology, includes the following elements:

- the history of the emergence and development of teaching methodology.

Study history;

- knowledge of actual problems of methodological science and practice;
- to know the main ideas and principles of the modern methodology of teaching history;
- general characteristics of history as a science and educational discipline;
- modern approaches to teaching history at school;
- state regulatory documents regulating modern history education;
- goals and tasks of studying history at school;
- the structure and content of the school history course;
- methods, techniques, teaching tools and methods of studying history;
- forms of organization and control of education.

Special methodological knowledge includes the following groups:

- knowledge related to the design of history teaching in general and educational (extracurricular) classes;
- knowledge related to the creation of a methodical educational system;
- knowledge related to the creation of own methodological products: work program, thematic plan, educational and methodological complex, methodological developments, educational and methodological materials (including electronic). General methodological and specific methodological knowledge determines the content of the author's educational course "methodology of history teaching" in the system of professional training of future history teachers. At the same time, the use of scientific and methodological knowledge in solving educational and professional tasks allows us to talk about the methodological literacy of future history teachers. This rule made it possible to define a system of complex skills based on the formation of methodological competence of students. An important component of the teacher's methodological competence is the level of formation of methodological thinking that allows for the constant search and selection of effective teaching methods and tools, as well as the continuous improvement of the emerging methodological system of teaching. The effectiveness of applying any methodical knowledge and skills depends on the teacher's ability to assimilate it into a certain pedagogical situation, which is determined by the individual characteristics of the students in the class, the material-technical and educational-methodical possibilities of the educational process. The mobility and flexibility of the teacher is directly proportional to the level of formation and development of his methodical thinking. The



methodical thinking of the history teacher is thinking aimed at understanding and searching for effective methods of realizing the goals of historical education in accordance with scientific and methodological knowledge and specific pedagogical situations. Methodological thinking should be understood as a multilevel phenomenon, as it reflects specific attitudes, knowledge, professional and personal qualities, and attitudes of teachers. The level of formation of methodological thinking increases its professional mobility, ensures the dynamics of development of methodological competence. The formation of students' methodological thinking in the process of studying the methodology of teaching science includes consistent training in solving typical and specific educational and methodological tasks during the implementation of the following main activities: analytical, semantic, modeling, design, constructive. The organization of students' educational activities in seminars and in the course of independent practical work is carried out through the system of tasks:

- analysis and selection of educational materials on history, determining its connection with the formation of moral and ideological ideas;
- selection of teaching methods, techniques and tools;
- analysis of methodological products of activity;
- design of pedagogical interactions between teachers and students in certain educational and methodological situations, etc.

According to many researchers, a comprehensive indicator of the effectiveness of a teacher's work can be methodological culture understood as a high form of his activity and creative independence, which is the emergence of new methodological ideas and the way to implement them. is a necessary condition for [6]. The future history teacher must have certain knowledge and information related to his future professional activities in a multicultural space, as well as skills that will allow him to make personal decisions and work in a team to achieve a common goal. must have skills. The training of a modern history teacher must meet the above requirements and includes the formation of a certain professional culture. The formation of the main foundations of methodological thinking and creativity of students of the faculty of history is carried out in the process of studying the methodology of teaching science. By organizing independent practical work on the creation of these methodological products:

- analysis of history curricula, textbooks, educational materials, lessons and extracurricular activities;
- selection of logical and structural analysis and educational content;
- development of educational and methodological complex, thematic planning, lessons and extracurricular activities in history;
- creation of multimedia presentations, tasks for interactive whiteboard;
- formation of historical images and images of history lessons, formation of cause-and-effect relationships to solve specific methodological tasks; formation of historical concepts, formation of cartographic knowledge and skills, etc. When working with the textbook, the teacher should not forget about other educational publications, for example, books for studying history, specialized periodicals. In the context of interdisciplinary interactions, a history teacher can also refer to works of art, which will certainly enliven the lesson. Literature that should be available to the teacher are dictionaries and reference books and bibliographic publications.



The teacher's work with educational and additional literature is not only a necessary part of the whole system, but also an important didactic basis for preparing the teacher for the lesson. The history lesson forms an educated, cultured, well-rounded person in the field of teaching science, teaches him to study throughout his life and apply his knowledge, skills and abilities in practice for profit. A teacher's preparation for a lesson is a complex, multifaceted process, and there are a number of factors that significantly affect the educational process. Teaching implies the unity of all stages of the teacher's activity, starting with preparation for the lesson and ending with the analysis of its results [6]. Each stage of preparation for a history lesson performs a number of functions. At the first stage, there are two functions - gnostic and constructive.

1. The Gnostic function ensures the implementation of the following stages of lesson preparation:

- 1) understanding the content of the educational material;
- 2) formation of a didactic goal in accordance with the goals of studying the department and the topic, the course as a whole;
- 3) determining the type of lesson;
- 4) determining the structure of the lesson;
- 5) selection of educational material.

Thus, the teacher chooses the content, thinks about the type of lesson, the structure that corresponds to the logic of the students' learning and cognitive activity. At the same stage, what skills and how to train schoolchildren are determined; which emotions should be evoked. Having selected sources of knowledge, the teacher thinks of ways to combine them. Sources of knowledge include a textbook, a teacher's story or lecture, a document, an educational picture, an educational film. Preparation for the history lesson includes analyzing the homework of the previous lesson. Questions on previous material should be related to survey material or new topic content.

2. The design function implies the following:

- 1) analysis of the characteristics of the composition of students in a certain class;
- 2) selection of teaching and learning methods and tools;
- 3) to determine the dominant nature of student activity, which includes three levels - increase, change, creative and research. The simplest, most primitive is the level of reproduction. The student only repeats everything that the teacher gave in the lesson (repeats the idea; shows the object). A more complex transformational level of knowledge (the student listens to a lecture and makes a plan of it; fills in a table according to several paragraphs of the textbook; shows an object on a map according to a verbal description). The most difficult-creative search level (the student analyzes documents and makes independent conclusions and forecasts; thinks about alternative situations in the development of historical events). The teacher's methods of working in the history lesson depend on the chosen level of activity of the students.

3. By implementing the organizational function, the teacher thinks: how to start the lesson; what students do in class; how to direct them to perceive new things; what types of work should involve all students; what activities arouse the interest of students; what cognitive tasks to give; What are the tasks? express personal opinions; how to raise a problematic issue; how to



organize homework and how it takes into account the acquisition of lesson knowledge; what skills students are learning and which are continuing to improve.

4. The informative or explanatory function is related to the educational content of the lesson: what are the methods of presenting the content in the lesson; what educational tools should be used in the presentation. When developing the content, the teacher determines which material to give - main, additional, in what form and volume; develops new content discovery techniques; chooses textbooks for the lesson. In the history lesson, the teacher not only retells the textbook material, but also explains the main issues of the subject, explains in detail what is difficult for students. The teacher determines what should be highlighted from the program material, what should be described in more detail or briefly. Based on the concrete facts of the textbook, it reveals and concretizes new concepts, presents dry textbook material in a colorful and figurative sense. The teacher should give the material brighter, more interesting and clearer than the textbook.

5. Control function ensures thinking: how knowledge is tested and strengthened; how students can express their thoughts and attitude to the topic; how to assess knowledge [7].

What are the criteria for evaluating student learning?

- 1) objectivity, when assessment corresponds to students' knowledge, skills and attitude to study;
- 2) comprehensive assessment, taking into account students' knowledge, skills and qualifications, historical content, image and emotionality, deep, scientific and meaningful disclosure of speech culture;
- 3) transparency and clarity in the evaluation, when its authenticity is conveyed to the student, the moral tone for success is preserved, ways to eliminate shortcomings in the work are shown [8].

The third stage is the analysis of the quality and effectiveness of the work in the classroom as a result of checking and checking the knowledge of students.

6. The correction function summarizes the lesson: whether the material is chosen correctly, whether the facts are interesting and meaningful, whether the problems are important; whether the didactic purpose of the lesson is correct and how far it has been achieved; whether the teacher took into account the unique characteristics of the class; the type of lesson is chosen, teaching methods, educational forms are interesting and convenient tasks; why it is poorly studied; how to assess the level of knowledge acquisition. The teacher performs the correction function after each lesson, identifies his successes and failures, and plans changes in his next work. In the summary or lesson plan, the teacher gives brief notes: "strengthening the theoretical part of the lesson", "removing unnecessary facts", "inserting a table for inquiry" [9]. Methodist O. Y. Strelova considers the formation of the topic of the history lesson to be an important issue that should be considered in preparation for it. In the traditional method, the title defines the place and time of the event being studied. The title of the lesson may contain a hidden plan for learning the topic. Or the direction of action is indicated - from where everything starts and how it ends. The most popular formulas for topics in history lessons are quotations from works of art. They immediately bring the topic to life. A vivid emotional expression can present a whole topic from a new perspective or create a problematic situation



[10]. Thinking about the content and methodology of the lesson, the teacher develops the conclusion. In it, the teacher records everything that comes as a result of studying special and methodical literature, structural and functional analysis, and comments about the upcoming lesson. The conclusion reflects the pedagogical purpose of the lesson and is its model, script, reveals the progress of the lesson, the activities of the teacher and students at all stages. A synopsis is needed to prepare for a history lesson, because working on it helps to organize the educational material, the logical sequence of its presentation, to determine the ratio of lesson references, to clarify formulas and concepts[11]. It includes the name of the subject of the lesson, its purpose, the list of equipment, the content of the educational material and the methodology of its study. When conducting research on the topic of teacher training, the following results were achieved:

1) modern lesson is the main means of learning by students. It can be presented in different forms and types depending on the subject, the professional skills of the teacher, his experience, the age level of students, their readiness to perceive one or another form of presenting new material and combining it;

2) A properly chosen structure will be interesting for students, activate their mental and cognitive activity, contribute to the formation of competencies, actualize the function of creative research and independent work. The structure of the modern history lesson allows it to be done effectively.

3) the preparation of the science teacher for the lesson is very important for the success of the lesson. The main task of a modern teacher is to form the most important competence among students - to teach them to learn - to be able to use the acquired knowledge in life, to make emergency decisions in difficult situations, to think creatively outside the box;

4) in the process of preparing the teacher for the lesson, his ability to prepare a detailed plan, the ability to rationally use additional material and technical teaching tools in the lesson in the teaching material where the teacher's fluency is of great importance. Thus, we draw the following conclusions:

1. The lesson requires constant improvement and modernization. Only a creative approach to the lesson, taking into account new achievements in the field of pedagogy, psychology and best practices, ensures a high level of teaching. That is why it is not an easy task even for an experienced teacher to give a high-quality lesson.

2. The history lesson is part of the content of historical and social science education, and it occupies a certain place in the school system according to the problem-chronological principle.

3. A high-quality lesson is characterized by joint active work and close creative interaction between teachers and students, on the basis of which a triple goal can be achieved.

4. The content of the lesson should meet the modern requirements of historical and psychological-pedagogical science. A history lesson should be structured logically and clearly, and the presentation of the material should be figuratively emotional, distinguished by reliable generalizations and conclusions. Each stage of the lesson is planned with a mandatory time. Any type of lesson is characterized by the variability of its methodology.

5. Each lesson has its own structure. Blended learning has traditionally dominated teaching, especially in the middle grades.



Among the conditions for the development of the lesson, the variety of forms is one of the conditions for the development of students' interest in history as a subject and the improvement of the quality of education. The main features of the lesson are the combination of high scientific, theoretical and methodological levels, the leading role of the teacher and active learning activities of students. Thus, in modern conditions, studying the methodology of teaching history has a practice-oriented character and becomes an important component of the professional training of a history teacher.

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