METHODS OF FORMING KEY COMPETENCES IN HISTORY LESSONS

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Abstract
This article examines the issues of competence, the importance of key competencies, the study and systematization of methods, methods and means of forming general competencies in the process of teaching history.

Keywords: Competence, method, competence, training, concepts, education system, methodology, formation, history lessons.

МЕТОДЫ ФОРМИРОВАНИЕ КЛЮЧЕВЫХ КОМПЕТЕНЦИЙ НА УРОКАХ ИСТОРИИ

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Аннотация
В данной статье рассматриваются вопросы компетентности, значение ключевых компетенций, изучения и систематизации методов, способов и средств формирования общих компетенций в процессе преподавания истории.

Ключевые слова: Компетенция, метод, компетентность, обучение, понятия, система образование, методика, формирование, уроки истории.

Аннотация
Ушбу мақолада тарих фанини ўқитиш жараёнида компетентлик, асосий компетенцияларнинг аҳамияти, тарихни ўқитиш жараёнида компетенцияларни шакллантириш усуллари ва воситаларини ёритишга харакат қилинган.

Калит сўзлар. Компетенция, усул, компетентлик, ўрганиш, тушунчалар, таълим тизими, методика, шакллантириш, тарих дарслари.

Introduction

As we know, the forms of education are not something constant. In addition to the development of educational institutions, changes in the task of the content of education, the forms of organization of education also change. At present, we are dealing with a single pedagogical practice, on the contrary, the current stage of development of education is characterized by a significant update of the content and methods of teaching, standardization of education. The

share of creative work in professional activity increases significantly and the number of teachers involved in the design of educational material and the educational process increases.

The Regulation "On approval of state educational standards of general secondary and secondary specialized, vocational education", approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017, notes the stages of studying history in general secondary and secondary specialized, vocational educational institutions, the goals and objectives of teaching the subject, qualification requirements for graduates of general secondary and secondary specialized, vocational education. This Regulation specifies the main goal of teaching history in general and secondary specialized, professional educational institutions to form historical consciousness and historical thinking in students, to instill in students a sense of respect for the history and modernity of the peoples of the world and our multinational peoples, national and universal values, to explain to students that the history of our statehood is an integral part of world civilization. It also defines the competence of the ability to work with historical sources and literature in order to be able to explain the content of historical toponymic terms that are important for describing historical realities from the earliest times to the present day. This period of education provides for the transition to new generation educational standards. The basis of the new educational standards is the competence-based approach. The concepts of "competence-based approach" and "key competencies" have recently become widespread in connection with discussions about the problems and ways of modernizing public education. The appeal to these concepts is associated with the desire to determine the necessary changes in education. Competency-based approach is a set of common and recognized principles for defining educational goals, selecting educational content, organizing the educational process, and assessing educational outcomes. These principles include the following provisions:

 the purpose of education is to develop students' ability to independently solve problems in different areas and activities based on the use of social experience, an element of which is the students' own experience.

 the content of education is a didactically adapted social experience of solving cognitive, ideological, moral and other problems.

 the purpose of organizing the educational process is to create conditions for developing students' experience of independently solving cognitive, communicative, organizational, moral problems that make up the content of education.

 the assessment of educational results is based on the analysis of the levels of education achieved by students at a certain stage of training.

Education has always been improved. An important change in society that affects the situation in the field of education is the acceleration of the pace of development of society. As a result, an educational institution must prepare its students for a life that the school itself knows little about.

The concept of a "good employee" includes the qualities of a good specialist who has a certain special, professional training. But a good employee is a person who can work in a team, can make independent decisions, is proactive, capable of innovation, and thinks creatively.

Another change in society, which also significantly affects the nature of social requirements for the education system, is the development of informatization processes. One of the consequences of the development of these processes is the creation of conditions for unlimited access to information. And also in conditions of unlimited access to information, those who are able to quickly find the necessary information and use it to solve their problems will benefit.

A competency-based approach to defining educational goals makes it possible to align the expectations of teachers and students. Defining educational goals from the standpoint of a competency-based approach means describing the opportunities that schoolchildren can acquire as a result of educational activities.

A history teacher must prepare students for the need to master a large volume of historical material, know the conceptual apparatus, be able to critically analyze historical documents, formulate their opinion on the most important historical events, and know the historiography of the issue. The content of training includes only the knowledge that is necessary for the formation of competencies. At the same time, students should be able to quickly and accurately use these sources of information to resolve certain problems if necessary.

First, we should find an answer to the question: what will the introduction of a competency-based approach into the education system give, what are the "pros" and "cons" of its implementation? An undoubted advantage is that the introduction of a competency-based approach into the education system will allow to a significant extent to implement a personality-oriented, activity-based and practice-oriented approaches in the educational process, since the allocation of competencies in the content of educational programs determines the guidelines in the selection of those knowledge and skills that are most significant for the formation of value orientations and will be in demand in the life of the student himself. In this process, the introduction of a competency-based approach can also be considered as an important tool for unloading the content, selecting the appropriate knowledge and skills. Key competencies are formed in the experience of one's own activities, therefore the educational environment should be built in such a way that the student finds himself in situations that contribute to their formation. The most successful means and assistant in this process is the research method of teaching. That is, when preparing any project, the student must learn to make decisions, set a goal and determine the direction of his actions and deeds (value-semantic competence); work in a team, accept and understand the point of view of another student (general cultural competence); independently find information necessary for work, make a plan, evaluate and analyze, draw conclusions and learn from his own mistakes and the mistakes of his comrades (educational and cognitive competence); in addition, the student has to master modern media and information technology (information competence); learn to present himself and his work, defend his personal point of view, conduct a discussion, persuade, ask questions (communicative competence); the student, while working on his own project, learns to be an individual, realizing the necessity and significance of the work he performs (social and labor competence, and competence of personal self-improvement).

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