



DEVELOPMENT OF PROFESSIONAL AND METHODOLOGICAL COMPETENCE OF FUTURE HISTORY TEACHERS

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ABSTRACT

This article discusses the goals and content of the development of professional and methodological competence of future history teachers in higher educational institutions.

KEYWORDS

Methodology, trend, modernization, competence, competence approach, education system, professional and methodological competence, professional motivation, context, indicator.

INTRODUCTION

Today, great attention is paid to increasing the flexibility of graduates of higher educational institutions in our country to the requirements of the changing labor market through the development of professional and methodological competence.

The process of training future specialists provides the opportunity to combine and improve professional practices in future history teachers, successfully penetrate into it and act in modern society by adapting knowledge, skills, qualifications and values to new situations in professional and methodological development.

This process is of urgent importance in the methodological and technological study of problems associated with the teaching of subjects.

Reforms on the development and improvement of higher education system and teaching technologies aimed at training specialists with high professional and methodical competence in modern education, pedagogical skills of future history teachers using advanced educational technologies, application of information and communication technologies in educational processes, practical foreign language, systematic analysis and decision-making fundamentals, conducting scientific and practical research on the basis of science, , the basis for the formation of new knowledge, skills and competencies



in terms of capabilities and professional and methodological competence.

Today, great importance is attached to the teaching of socio – humanitarian Sciences. Such attention acts as a support in the development of professional and methodological competence of future history teachers. In the development of professional and methodological competence of future history teachers, it is important to familiarize yourself with the theoretical foundations of modern methodology, the specific peculiarities of history teaching, develop the skills and qualifications necessary to ensure the effectiveness of the quality of education in the future. To develop the professional and methodological competence of future history teachers, it is effective to carry out activities in higher education institutions in the following context:

Deepening and expanding historical knowledge and theoretical knowledge on the methodology of teaching history;

Development of skills and competencies of the organization of the process of teaching history;

Establishing innovative educational activities based on experience in the educational system of foreign countries;

Organization of trainings (in seminar and laboratory classes) during educational activities.

The purpose of the development of professional and methodological competence of future history teachers today justifies the problem of moderating achievements in the field of modern pedagogy in higher education institutions and consists in finding out the content and methodology of teaching historical subjects, modern lesson-passing skills based on the application of innovative educational technologies. On this basis, despite the generalization

of current pedagogical issues, ultimately, the solution can be traced back to the triad of “thinking-activity-creating-thinking” and harmonized with the elements of pedagogical activity and the corresponding information. As a result, the professional-methodological competence of future history teachers will be ambiguous as its theoretical and practical training. It is important to have the following degrees in the development of professional and methodological competence of future history teachers:

- access to knowledge of pedagogy and psychology;
- work on oneself;
- plan, evaluate and re-establish communication of the educational process get;
- that students can realize their need;
- formation of motivation in students;
- innovation in the educational environment;
- excellent knowledge of his science;
- sociability;
- ownership of universal values;
- having a national culture;
- participation in the social life of the country;
- respect for the culture of other nations.

Professional-methodological competence of future history teachers

stages of development:

1. Self-analysis and awareness of the necessary things.
2. Self-development planning goal, task setting.
3. Self-expression and correction of shortcomings.

On the issue of developing professional and methodological competence of the future teacher of history, the educator scientist T.L. Khurvaliyeva's research is noteworthy. The model of professional-



methodological competence of the future history teacher consists of:

1. Purpose and content of pedagogical activity.
2. Professional qualities.
3. Pedagogical abilities, methods and technologies.
4. Professional motivation.

The purpose and content of pedagogical activity on the basis of professional and methodological competence of future history teachers will be as follows:

- giving freedom for students to be free with themselves;
- achieving the self-development of each student;
- to the development of individual personal characteristics of students assist;
- organized into students' abilities, interests and opportunities conformity of the educational process;
- encourage students to master useful things, taking into account their interests and abilities;
- moral and based on the fact that students learn spiritual values development of human qualities.

The development of professional and methodological competence among future history teachers is crucial to their ability to educate and inspire students effectively. Here's a comprehensive overview of this process:

1. Academic Background:

Future history teachers typically begin by pursuing a bachelor's degree in history, which provides them with foundational knowledge in historical events, themes, and analysis.

Some may also choose to pursue advanced degrees (master's or doctoral) in history or education, which can enhance their expertise.

2. Specialized History Education:

Within their history education, prospective history teachers often take courses that focus on teaching methods, curriculum design, and classroom management.

They study historical content from a pedagogical perspective, learning how to make it accessible and engaging for students.

3. Pedagogical Training:

Future history teachers receive pedagogical training, including coursework in educational psychology, classroom assessment, and instructional strategies.

They learn about teaching theories and approaches, such as constructivism and active learning, which are applicable to history instruction.

4. Curriculum Development:

Development of professional competence involves the ability to design effective history curricula that align with educational standards and learning objectives.

Future history teachers learn how to create lesson plans, select appropriate resources, and adapt teaching materials to meet the needs of diverse learners.

5. Classroom Experience:

Student teaching or practicum experiences in real classrooms allow future history teachers to apply their knowledge and pedagogical skills under the guidance of experienced mentors.



They gain practical experience in managing classrooms, delivering lessons, and assessing student progress.

6. Historical Research and Analysis:

Competence in historical research is essential. Future history teachers should be capable of conducting historical research, evaluating primary and secondary sources, and critically analyzing historical information.

These research skills are not only valuable for teachers but also serve as models for students.

7. Technology Integration:

Proficiency in educational technology is crucial for modern history teachers. They should be adept at using digital resources, online databases, and interactive tools to enhance historical instruction.

8. Cultural Competence:

Given the multicultural nature of contemporary classrooms, future history teachers need to develop cultural competence. This involves understanding and respecting the diverse backgrounds and perspectives of students.

9. Professional Development:

The learning process doesn't end with graduation. Ongoing professional development is vital for history teachers to stay updated on historical research, teaching methods, and educational policies.

10. Reflective Practice:

Effective history teachers engage in reflective practice, regularly assessing and adapting their teaching methods to improve student learning outcomes.

11. Ethics and Social Responsibility:

Professional competence also includes a sense of ethics and social responsibility. History teachers should help students understand historical events in their social and ethical contexts.

12. Collaboration and Communication:

History teachers often work collaboratively with other educators, parents, and administrators. Competence in communication and teamwork is valuable.

The development of professional and methodological competence for future history teachers involves a combination of academic knowledge, pedagogical training, practical experience, and a commitment to lifelong learning. The goal is to prepare educators who are well-equipped to inspire a love of history and critical thinking in their students.

The content of the professional and methodological competence of future history teachers in higher educational institutions, of course, the result of regular study of modern methods and methods is carried out by improving his pedagogical skills. The base for the development of professional and methodological competence of future history teachers is that it must have the skills of being able to organize an educational and developmental environment, and on this basis, it is important to form knowledge, skills and competencies in students. Today, it is necessary to organize the educational process in such a way that students have an increased interest in the science of history, thereby forming the skills of thinking and debating together, being able to put up urgent questions, forming an objective thinking, teaching the creation of ideas, being able to freely express various points of view. The goal of any teacher is to be able to transform situations in the course process into a “developing environment”. The main conditions for the development of professional and methodological competence of future history teachers are as follows:



1) organizational and manageability (educational plan, educational process graph, lesson schedule, development of a criterion for determining the level of competence, material and technical support of the educational process);

2) educational-methodological (selection of the content of classes, integration of various courses, separation of leading ideas);

3) technological (control-evaluation, Organization of active forms of training, identification of groups of knowledge entering competence, application of innovative technologies);

4) psychological-pedagogical (implementation of the developmental diagnosis of the student, stimulation of motivation for teaching, determination of the criterion of competence, orientation of students to work in cooperation).

The structure of the professional-methodological competence of the future history teacher is determined through his pedagogical skills, and skills (knowledge based on theoretical knowledge and aimed at solving pedagogical issues) are determined through a complex of step-by-step developing actions. Professional-methodological competence-future history serves as a solid foundation for the professional growth of teachers. It includes the knowledge and skills necessary to effectively plan, implement and evaluate teaching processes. Having a strong professional-methodical competence, the teacher is able to meet the individual needs of his students, develop consistent lesson plans, correctly assess the achievements of students and adapt to the developing educational practice. Future history teachers can effectively operate in constantly developing areas of education by constantly developing their professional and methodological competence.

Improving the mechanisms that develop the professional and methodological competence of teachers of the future history and the system of activation of their cognitive processes through new forms, non-traditional methods of teaching, there are methods for developing and implementing in practice mechanisms for the formation of professional and pedagogical creativity in them and managing the quality of the educational process through the system of indicators, This further increases the students ' interest in history classes and leads them to work on themselves. In fact, it is necessary that history teachers, together with professional and qualification competencies, also have a methodological competence. Professional-methodological competence is important in the fact that in history lessons it is able to connect an inter-thematic inner cluster, thereby organizing the process of history and other interdisciplinary connections.

CONCLUSION

In conclusion, in the process of analyzing the modern trend and looking for new forms of activation of positions in education, it is necessary to consider the formation of methodological aspects of the implementation of professional training of future history teachers, taking into account effective tools, methods, technologies and forms as a task. In this case, in the development of professional and methodological competence of future history teachers in higher educational institutions, it is advisable to moderate the system of history teaching methodology, update the methodological system and develop the conceptual framework for its implementation. This serves to make history education more qualitative and effective and to further enhance the professional-methodical training of future history teachers.

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