

PRINCIPLES FOR IMPROVING PROFESSIONAL TRAINING OF FUTURE HISTORY TEACHERS

Submission Date: September 10, 2022, **Accepted Date:** September 20, 2022,

Published Date: September 30, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-09-05>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Qodirova Nargiza Muxtarovna

Independent researcher of Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

This article improves the professional training of history students of the higher education system, organizes the process of independent thinking, the clear manifestation of historical thought in the memory of future history teachers, and improves their professional training.

KEYWORDS

Knowledge, skill, competence, training, education, technology, method, event, legitimacy.

INTRODUCTION

Identifying didactic opportunities that have a special place in improving the professional training of future history teachers, ensures efficient and correct organization of the educational process. During the implementation of educational reforms, special

attention is paid to the formation of pedagogical and special-methodical knowledge, skills and qualifications of future history teachers.

When we say improving the professional training of future history teachers, we mean improving the



professional training of future history teachers, together with the system of socio-political knowledge that determines how thoroughly and deeply the future history teachers master their subject, their pedagogical-psychological knowledge and its spirituality.

According to the types of activities organized by highly educated specialists, all requirements can be combined into the following three groups: 1) skills that allow conducting research activities; 2) skills needed to solve theoretical and practical problems in general and specialized sciences; 3) skills that ensure the preparation of students for pedagogical and methodical activities.

Another condition aimed at increasing the activity of future history teachers in training sessions is the pedagogue's ability to clearly imagine the purpose of each history lesson. Educational methods have a special place in this. Educational methods are joint activities of the pedagogue and future history teachers, aimed at acquiring the experiences of the future history teachers. The pedagogue asks a question, and the future history teachers think about it independently and search for an answer, thus the historical thought is clearly manifested in the memory of the future history teachers.

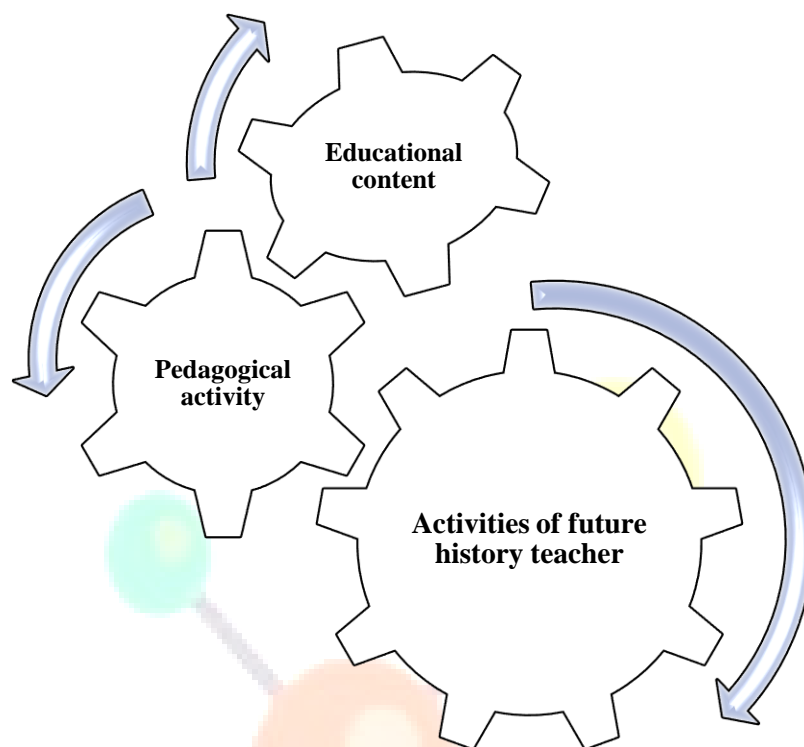
When formulating questions aimed at improving the professional training of future history teachers, it is necessary to take into account the individual characteristics of future history teachers. Because when a general question is addressed to the audience of all future history teachers, the teachers who master it always answer, and the poor mastery are left out. After all, every future teacher of history takes an active

part in solving the problem situation that arises in the process of searching for an answer to the question.

In the history classes, in order to activate the cognitive activities of the future history teachers, attracting the future history teachers to the lesson and awakening their interest in history is of particular importance in the activities of practicing students. In this regard, elements of interest in the presentation of educational information play an important role. Especially using the elements of interest in educational activities will greatly help to remember the most interesting, passionate, sensitive parts of the studied historical information, to improve the qualities of memory, attention, and emotions in future history teachers.

One of the more important aspects of the activity of history professors of higher educational institutions of pedagogy is the closeness of future history teachers to students of general schools, secondary special and professional educational institutions, that is, their ability to properly organize their "pedagogical tact". Because, like all pedagogical results, in improving the professional training of future history teachers, the future history teacher is the closest person of the students of general education schools, secondary special and professional educational institutions, his kind teacher.

We can look at the process of improving the professional training of future history teachers in the form of a system of three interrelated elements: educational content, pedagogue and activities of future history teachers. The connection and relationship between these elements can be graphically described as follows:



The educational content is reflected in the training sessions. The main task of the pedagogue is to carefully analyze all aspects of the information contained in it (pictures, tables, drawings, schemes, etc.) and to inculcate in the hearts and minds of future history teachers, connecting them with the characteristics of historical events and periods.

Their responsibility in improving the professional training of future history teachers is to find ways to present new teaching materials. In order for the new educational activities to have the intended effect and to achieve the goal of the pedagogue in the new educational activities, this process includes the following:

- The components of improving the professional training of future history teachers, first of all, the historical concepts (ideas, laws, events, facts, etc.)

presented in the training should be analyzed, and they should be divided into primary (important) and secondary parts. That is why this process is called the analysis of the textbook text in terms of concepts in didactics. In this, the future history teacher determines what new concepts will be learned in these training sessions, determines the ways to work on the appropriate terms. It shows what is reflected in the "history dictionary" of future history teachers and provides a basis for these educational activities. Also, it establishes that the new concept is connected with any concepts learned in the previous training sessions, a system of guiding questions for future history teachers is created;

- Arguments and concepts that need to be studied in history lessons are presented in a certain logical sequence and consistency. Therefore, the future history teacher determines the ways of telling



what comes before and what comes after. This is a logical-progressive method of imitating the text.

It is necessary to take into account the improvement of professional training, opportunities, and age characteristics of future history teachers in the training sessions of pedagogues. For this purpose, he psychologically analyzes the text of the textbook in order to attract future teachers of history to educational activities, to find ways to interest them in the content of new information. Educational information in history classes should have an educational effect on the improvement of the professional training of future history teachers and the formation of a scientific worldview. In order to study the educational possibilities of new information, the future teachers of history analyze the content of the text in an educational way, following the main principle of didactics - the educational principle of history education. In the process of didactic analysis of the educational information of history, future teachers of history determine the purpose of educational activities. Determines how to improve the professional training of future history teachers. Determines what parts of the curriculum from history meet the minimum requirements outlined in the State Education Standards. Determines the content of independent work and prepares educational materials and didactic information. A list of active students who answer questions during additional literature and training sessions will be created. During educational activities, he plans the ways of creating a problem situation, implementing intersubject communication, determining the size, content and character of the task given at home [1, 3, 4, 6,7].

The thinking activity of the future history teachers, the quality of their perception and memory of the historical experiences of our people interact with each other. Taking this into account, it is necessary to

interpret the main parts of educational information, as well as to use figurative, logical, and emotional types of perception in the explanation, not memory.

Pedagogical conversations about history and its improvement were conducted with future history teachers and veteran pedagogues in the higher education institutions where the experiment was conducted.

Attention plays a key role in learning history. That's why scientists consider attention to be the door that conveys all the information from the outside world to the human mind. There are a number of didactic, methodical, technological methods that increase attention.

Pedagogical institutions of higher education are using a special method to constantly strengthen the attention of future history teachers to historical events and historical dates when passing their specialty subjects. In these training sessions (in fact, to make mistakes on purpose), he says to future history teachers, "follow me, if I make a mistake, or say a wrong idea, or write a mistake, tell me immediately, and I will correct the mistakes in time." Future history teachers carefully observe the behavior of history teachers, they do not even notice how the lesson ended. This is a particularly effective teaching method for attracting the attention of future history teachers, even the "making a mistake" learning activity.

In the process of improving the professional training of future history teachers, the following are suggested to increase their activity:

- The historical information is constructed in such a way that the theoretical information, which is oriented to the main situation and must be mastered, is described in the first training session. In the next training sessions, the future teachers of



history will analyze, compare, summarize, evaluate and apply new evidence with a critical eye;

- Reveal the most important facts that allow the pedagogue to perceive historical events.

To increase the activity of future history teachers, it directly and indirectly depends on the nature of the historical information being studied, their age, the enthusiasm and interest of the future history teachers, as well as the level of their scientific and methodical training, the improvement of their professional training, their pedagogical skills and other factors.

Despite the diversity of approaches to modeling the improvement of the professional training of future history teachers, the professional and personal development of a specialist in the system of professional pedagogical training, as well as the problem of creating a model of the professional training process of a specialist, has not been researched in scientific research.

In his research on the methodology of pedagogical research, V.V. Kraevsky developed nine areas of teacher activity and the following professional requirements for them:

- Knowing the demands and needs of students;
- To be able to evaluate the efficiency of activity;
- Having the ability to develop educational programs;
- To have professional skills;
- To be a consultant;
- To have the ability to communicate;
- Ability to conduct scientific research;
- Achieve continuous improvement of professional skills;
- To achieve cultural improvement of personality [2].

The main improvement mechanism of developed countries is competition, which always pushes a person to excellence, perfection, perfection. This aspect leads to the formation of mutual dialectical relations of nationality and universality in acmeology. In the early days in the field of acmeology, it was expressed in dozens of scientific works, candidates and doctorates published mainly by pedagogues and psychologists. One of the main reasons for this was the high success of professional skills based on natural, universal and human rules of acmeology, the study of the laws and mechanisms of human development at the stage of maturity, as well as the phenomenology of acquiring higher levels. However, researching only the psychological and pedagogical aspects of acmeology is not enough to comprehensively study all the possibilities of human resources.

Moreover, the main factor of a person's success is his socialization, a person directly and indirectly interacts with society and serves its development. People who are morally pure, formed with the spirit of national and universal values, can achieve economic efficiency through their knowledge, professional skills, while forming a healthy lifestyle in the society. Morality plays a major role in the development of human spirituality and enlightenment. Living and working on the basis of mutual relations, humanity, kindness, friendship, solidarity, and harmony between people depends on intellectual and moral education in many ways. Only mentally and physically strong, mentally mature, and morally mature people can protect their country, the Motherland from enemies, people-loving, professional mature people.

Also, perfection, that is, "acme", is not when there is nothing left to take away, but when there is nothing left to add. Without ability, one cannot succeed, but without effort, ability is worthless. Only by perceptive and unhurried action, knowing the source of the work,



can reach the end of the intended work. The task of acmeology is to develop means of improvement and development of human activity in order to achieve the highest level of professional skills. Therefore, acmeology, while studying human existence diachronically, focuses its main attention on the productivity of professional activity (creative achievement, social recognition, personal success, etc.) in different age periods of his life.

The period of maturity is considered by psychologists as the longest period in the period of ontogenesis and the opportunity to achieve the highest physical, intellectual and spiritual abilities of the human personality.

In acmeology, adults and mature individuals are different categories. From the acmeological point of view, a mature person is said to have a relatively wide range of moral qualities, human relations and behavior. A mature person is distinguished by the fact that he has not only achieved high professional achievements and effectively applied them to life, but also feels a high level of responsibility, cares for other people, is socially active, and has human qualities.

Currently, acmeology is considered as a science that arose from the intersection of natural, social and humanitarian sciences, and it studies the laws and phenomena of the development of a person at the stage of a mature person, especially the reasons for the highest level of achievements.

From the acmeological point of view, it can be concluded that a professionally mature person is a specialist who strives for high-level qualification, optimizes his behavior in connection with the field of professional activity, and achieves high results in professional activity based on the appropriate combination of personal interests and society's requirements.

Acmeological motivation is one of the powerful social factors influencing the improvement of professional training of future history teachers. The importance of the acmeological approach and the possibilities of its application in improving the professional training of future history teachers are reflected in the following aspects: educational aspect aimed at developing knowledge and skills in the field of professional activity; professional aspect related to determination of professional competence, psychological readiness; creative aspect related to the development of professional maturity, reflexive-innovative potential; reflexive aspect that implies self-awareness and communicative competence of a person in the process of professional activity. In improving the professional training of future history teachers, reflection is of crucial importance in ensuring the optimal interaction of the acmeological aspects mentioned above.

Based on the basic ideas of pedagogical acmeology among future history teachers, it is necessary to analyze the issue of developing their acmeological point of view. In the process of improving the professional training of future history teachers, the concept of "acmeological point of view" itself is considered a new phenomenon, and the absence of a single and clear definition is noticeable. In particular, within the framework of acmeology of higher education, this concept is applied to the formation of the personality of a future specialist and serves to determine the acmeological point of view of the future history teacher as a humane direction to ensure the professional, personal and spiritual development, health and success of students. Also, the acmeological point of view can be considered as a subjective position of the future teachers of history, full manifestation of their creative potential and life force, stable pursuit of success. This approach forms the basis of social maturity and activity of future history teachers. This, in



turn, represents an integral criterion of the quality of andragogic education. The acmeological point of view is manifested as a stable attitude to professional activity, the subject and the object of the process. At the same time, like other perspectives, personal success and potential, the result of promising development, reflect the mechanism of activation of the life values of the individual.

In the process of higher education, it is possible to distinguish the acmeological viewpoints of professors and students: acmeology of a professor-teacher means a set of qualities related to the development of one's own "acme", attracting the attention of students to the analysis of advanced work experiences and innovations in the field, and creating a favorable environment. Acmeology of students reflects the main motivations of activity related to the development of professional knowledge and skills, the educational goal.

In future history teachers, the acmeological perspective is manifested as a process and result of self-awareness in:

Self-awareness is the elimination of the psychological gap between the listener's professional competence and its development;

Self-awareness has two directions: the manifestation of one's "I" in connection with the content of professional activity and methods of achieving its objectivity.

The acmeological point of view of future history teachers is related to individual characteristics and reflects two qualities: orientation to social and personal-professional activity.

The formation of an acmeological point of view in future history teachers requires taking into account its

relationship to real values, which affects the purpose and characteristics of the activity.

Each situation in the process of andragogic education requires the necessity of free and independent choice, the responsibility of the listeners. It is in the conditions of free choice that a person's activity and individuality are fully revealed. But at the same time, the means of choice and behavior are determined not only by the clarity of the goal, but also by objective conditions. Students should always feel themselves as individuals in the process of professional socialization, have their own personal point of view and keep it, and most importantly, prepare themselves for the conditions of professional activity based on the right choice.

In our opinion, the acmeological point of view serves as a basis for improving the professional socialization of students. Acmeological point of view requires future history teachers' role and place in the educational process, professional activity, value-oriented and responsible attitude.

It is clear from the above analysis that the acmeological point of view combines an active attitude to values such as success, achievement, activity, professional and personal development. So, the acmeological point of view is the readiness for self-awareness, which determines the activity and aspiration of future history teachers, aimed at achieving educational, personal and social achievements in the process of andragogic education.

Self-understanding, self-expression, self-confidence, self-development and self-evaluation were defined as its main functions based on the analysis of the peculiarities of the acmeological point of view.

Self-understanding as a subject of the pedagogical education process requires the future history teacher to understand the acmeological point of view as a value orientation system, to understand the essence of



his personal activity. At the same time, self-understanding from a hermeneutic point of view also appears as a result of the creative potential of future history teachers.

Self-expression is independence (planning, management of one's activities, orientation to a specific goal), freedom (having a distinctive behavior, activity orientation, will and mutual cooperation activities), creativity (creativity in activity, for one's own actions expresses such qualities as feeling of responsibility). This requires future history teachers to reflect the following aspects:

- Goal orientation of the activity (motivation and needs of students to realize their abilities and opportunities for independent activity);
- Ability to reflect (a critical attitude to one's own capabilities, to evaluate oneself and others based on one's personal beliefs);
- Harmonious movement with society (positive-emotional mood, cooperative resolution of conflict situations, dialogue);
- Individual behavior (manifestation of volitional characteristics, self-control);
- Creativity (creative nature of activity, originality, independence);
- Responsibility (awareness of professional duties and obligations, conscientiousness, fairness).

Self-confidence requires a unity of personal values and the desire for professional and personal development of the future history teacher. As a result, students will be able to determine their personal and professional "I" concept. In this process, the students' ability to solve problems related to professional activity in a timely manner is achieved.

The acmeological point of view is embodied by the fact that the subject exhibits the following characteristics:

- Taking responsibility for his actions, including professional development;
- Achieving important achievements in professional activity;
- Satisfaction from taking on and solving new creative tasks;
- Having new life experiences.

Existential psychology allows us to reveal a number of peculiarities of this phenomenon. It is the process of self-development of subjectivity, including the formation of an acmeological point of view, that emerges as an indicator of quality. Self-development is a goal-directed process of discovering one's individuality in pursuit of success.

The function of self-evaluation is manifested in the ability of future elementary school teachers to evaluate the characteristics of cognitive activity and their professional achievements. The ability of students to evaluate themselves, professional skills, professional qualities and creativity is an important socio-cultural value.

Like the acmeological perspective, self-evaluation is manifested more in activities, but it is self-evaluation of potential (the ability to perform activities to achieve something), strategies (setting realistic goals and tasks), process (optimal ways to achieve goals and tasks) and will have a structural appearance in the form of achievement (satisfaction with one's achievements).

Based on clarifying the functions of manifestation of the acmeological point of view of the person (self-understanding, self-expression, self-confidence, self-evaluation), its following components were determined: emotional, activity-value-oriented and behavioral.



Future history teachers' understanding of the purpose of their work is based on the combination of motivation and purpose, which requires a conscious attitude in professional self-development. The goal of improving professional socialization is to have a clear sense of one's activity, experience and professional direction, and to achieve a full understanding of its essence.

The activity-value-oriented component of the acmeological perspective serves to realize the function of self-development. Such a conclusion comes from the unity of the processes of understanding (understanding the essence of personal values) and understanding (understanding of the value system). The activity-value-oriented component, in turn, contributes to the effective implementation of the self-evaluation function of the acmeological perspective. The integration of self-understanding and self-evaluation serves the individual-personal and professional self-development of students.

The behavioral approach to professional development ensures the full fulfillment of the self-confidence function of the acmeological point of view. As a result of self-analysis and assessment of students based on external influences, confidence in increasing their professional potential is decided.

Based on the above analysis, it can be concluded that the acmeological approach is based on the manifestation of the participants of this process, as mature individuals and active subjects of professional activity as the scientific basis for the development of the professional competence of future history teachers. It creates conditions for their gradual, continuous self-improvement and self-development as subjects and professionals.

Improving professional socialization is related to the reflection of diverse abilities. Acmeological abilities -

self-awareness, self-development, self-expression, etc., are important in the process of professional activity of students, but their rapid development occurs as a result of the development of autopsychological competence.

REFERENCES

1. Kadiyrov Sh.M. Pedagogical foundations of individual group methods as an integration form of education in higher education. - Tashkent 1991 - 16 p.
2. Kraevsky V.V. Problems of scientific education (methodological analysis). - M.: Pedagogy, 1977 - 246 p.
3. Marev I. Methodological foundations of didactics. Per. From Bulgarian. - M.: Pedagogy, 1987 - 224 p.
4. Makhmutov M.I. Modern lesson. Questions of theory. - M.: Pedagogy, 1981 - 192 p.
5. Muslimov N.A. Professional formation of future vocational education teachers. Monograph. - T.: Science, 2004. - 128 p.
6. Skatkin M.N. Problems of modern didactics. - M.: Pedagogy, 1984 - 96 p.
7. Shonazarov Q. Problem-based learning and problematic situation in history classes. Public education. - 1998 Number 5. 41-44 p.)