



AS A FACTOR IN IMPROVING THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF HISTORICAL SCIENCE

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ABSTRACT

In this article will teach pedagogy to work independently with the science of history in higher educational institutions, find logical connections between certain parts of the text in future history science teachers, in which the formation of skills for determining the facts under consideration will increase the level of efficiency.

KEYWORDS

History, teachers, process, training, specialist, concept, tool.

INTRODUCTION

One of the main tasks of training in improving the professional training of future teachers of historical science is to arm future teachers of historical science with the achievements of scientific knowledge and science techniques so far achieved by mankind. It is necessary to create in them such a system of knowledge that this knowledge will serve as the basis for their further development. Currently, at a time when the volume of knowledge, the volume of information is increasing, scientific work is being

carried out to determine the volume of knowledge, skills and abilities that the future subject of history should be given to teachers, as well as to find solutions to the issues of which factors should be taken into account in the process. In the process of training, basic, important knowledge, the basics of further consolidation of theoretical knowledge obtained in general and special subjects are studied. This relationship, in which the future science of history is established in its own way between teachers and



educators, is important in the organization of training and its improvement.

In today's scientific research, the preparation of future teachers of historical science for improving their professional training is intended depending on the following components: the purpose, content and methodology of Education.

We analyzed the following in order to prepare future teachers of historical science to carry out vocational training in the process of productive work in improving their professional training. V.P.Bespalko divides the purpose of specialist training into three levels:

Pedagogy is the goal of higher educational institutions (social order is a developed model of a specialist). As if describing the following qualities of a specialist in this:

- a) the level of his knowledge and qualifications in a particular field;
- b) the degree of development of his psychological characteristics and personal qualities;
- C) the nature of the formed motive in it, its attitude to the environment and the requirements of society for a specialist [2].

And the full content of improving the professional training of future teachers of historical science in the implementation of vocational training is determined by the specific socio-economic conditions in which he lives and works, the peculiarities of his pedagogical activity in this area.

When expressing an educational goal (specialist model), it means that with its fundamental essence, a typical system of issues or knowledge and skills (types of activities) that are adequate to them is presented.

Yu.A.Lavrikov believes that the Expert model is the reflection of educational plans, programs and other regulatory documents that represent and clearly

define the process of training a specialist in pedagogical higher education institutions [4].

To develop a generalized model of a specialist, usually only the model of activity and training of a specialist are considered.

Based on the research, the model of specialist training in order to express a whole picture, the parties indicated should be aimed at improving the professional training of a highly qualified specialist and a single goal.

An important factor in the formation of direct professional skills and qualifications of students is the study of future history teachers of humanitarian and socio-economic and national subjects in close contact. In this sense, depending on the role of the concepts of the specialty in the process of conducting lectures and practical classes in each specialty, the need to describe it, the sequence, its connection with other concepts, as well as the ability to determine with what potential each concept participates itself, whether it is reflexive (reflex, involuntary), symmetric or transitivity (the ability to

The fact that lectures and practical classes in traditional education are conducted in connection with each academic discipline in other academic disciplines has its own impact on the Integrative occurrence of knowledge in future teachers of historical science. It was observed in the experiment that this was the reason for the weakening of the possibility of a creative thinking process in future teachers of historical science.

All disciplines of specialties, which are given in pedagogical higher educational institutions, also have in themselves the functions of thought-developing, integrative, educational, not limited mainly to the educational, teaching function. It can be seen that each subject teacher is assigned the task not only to arm



students with the scientific information available in the structure of this discipline, but also to develop the scientific concepts they occupy and ensure their integration with other concepts, and to educate future teachers of historical science in the spirit of national values. Therefore, it will be more expedient for each professor-teacher to choose the teaching material in preparation for the next training session, following the requirements and principles listed above, and make the most of the relevant concepts in bringing it to the attention of teachers of future historical science.

The improvement of the professional training of future teachers of historical science will depend on its role in society, obligations and tasks in pedagogical higher educational institutions, as well as individual abilities. The creative individuality of future teachers of historical science is determined by the degree of development of its individual characteristics (the scientific content of thinking, a creative approach to work, a desire to realize its capabilities, etc.). The future history is manifested in the content of such professional qualities as originality and purposefulness in order to feel the contradiction of the psychological and pedagogical conditions for the development and improvement of the professional training of a teacher of science, to find a solution to them.

The future teacher of historical science today, as a modern creator, realizes not only his own, but also his life goals when choosing one of the reproductive (to describe what is remembered) methods of pedagogical activity and creativity. He changes himself qualitatively, overcoming psychological barriers, looking for opportunities to improve his professional readiness, developing his own pedagogical concept. In general, for the pedagogical activity of the future teacher of historical science, such characteristics as, firstly, innovative orientation, and secondly, a creative approach to his work, individuality are very important.

A creative teacher correctly realizes that it is impossible to achieve a high position in professional activity without self-improvement, developing individuality and forming professional skills. For this reason, it is not possible for a professional to master new technologies without developing qualities that are a necessity as a life goal. It is these two directions that can be taken as an indicator of the creative individuality of a pedagogical person. The pedagogical style of the future teacher of historical science is a system of harmonization of one's individuality by an individual of the conditions of professional activity, a means of self-expression in the form of a source of improvement of a person's professional training and the result of creative activity. One of the psychological and pedagogical components in future teachers of historical science, engaged in the teaching profession, it is necessary to have a certain level of personal quality of "Remember". In addition, according to the structure of the work carried out, it includes the integration, interaction of several knowledge and the methodology for its use. Professor T.R.Tolaganov noted in his research that "the student always participates in a dialogue of theoretical and practical interrelation of educational material, since in order to draw conclusions in accordance with the educational material, he often turns to his knowledge Block" [6].

Each student will have his own block of knowledge according to his ability, mainly his desire for knowledge. This is a set of knowledge of technical and technological content, psychological-pedagogical, socio-humanitarian, philosophical, physico-mathematical and other manifestations, according to the structure of knowledge, and the student, relying on what direction he needs, separates the knowledge of this content from the bank. This will try to deepen the knowledge and use it for the purpose required.



Important tasks in improving the professional training of future teachers of historical science are as follows: the formation of a new organizational structure and the establishment of activities; pedagogical higher education conducting training to coordinate the work of institutions and create a competitive environment among them; develop state requirements for training and take measures to introduce them into practice;

regularly change the content of; promotion of modern pedagogical and information technologies to practice; establishment of the use of Internet networks in training sessions.

The organizational and pedagogical basis for the organization of training sessions of students is presented in the table below:

Table 1

Organizational and pedagogical foundations of the organization of training

Basic concepts	The essence and content of basic concepts
Objectives	Formation of professional skills and competencies. Ensuring integration in training and achieving high quality as well as efficiency.
Вазифалар	Improve professional knowledge, skills and abilities, work-movement methods, general knowledge level and experience.
Principles	Private principles of general and professional education: science, ideological orientation, connection of theory with practice, taking into account the age and individual characteristics of students, systematicity, regularity, awareness and activity of students, consistency, professional orientation, continuity, compatibility with the allotted time, stability of educational material and dynamic variability, interconnection, directness, intelligibility, logical completion, integrity, harmony of the material with the type and purpose.
Шакллар	Separated and undivided from production, short-term, group, individually targeted (problematic), according to a personal plan, internship, externality, distance-standing training, independent etc.
Methods	Instructional, practical inductive, deductive productive, unproductive, game, discussion, design, solving issues of production content, persuasion, demand-making, exercise training, stimulation.



Tools	Real objects, technical devices and written sources.
Places of organization	Training and training centers, pedagogical practice, methodological Associations, participation in conferences, independent methodological and collective independent work, exchange of experience, internships, etc.

In the organization of training sessions, special disciplines have their own characteristics. They include the knowledge that forms the basis of the skills and competencies necessary to improve professional training in teachers of future historical science in technological processes in a specific area. In the studies, in order to improve professional-socio-humanitarian concepts in future teachers of historical science, in order to develop their content and determine the educational goal, one should adhere to professional-socio-humanitarian principles, i.e., the procedures for the operation of equipment and tools in a particular field of historical science, the sequence of implementation of their technologies when conducting

Training is considered a common means of teaching in the system of continuing education. Therefore, in order to organize a training session in accordance with the requirements of modern education in special disciplines, it is necessary to study to what extent they ensure the achievement of educational goals and objectives in the current period, and which methods and technology are organized.

In our research, the future science of history in pedagogical higher educational institutions activates the organization of a training session, which includes textbooks, various technologies, literature, methodological instructions, drawings, schemes, products, layouts, equipment for teachers to

independently complete a specific problematic task in a special subject, and forms a creative approach education [3].

The organization of training sessions future historical science should be aimed at improving the professional training of teachers, gaining theoretical knowledge and activating the acquisition of practical skills.

They are not able to adequately and effectively use methodological and technical means in improving the professional training of future teachers of historical science. Therefore, in improving their qualifications, it is necessary to use the following forms and techniques of activation: forms of activation - dialogical lecture, seminar, laboratory-practical classes, Performance Games, Mobile Training, Internship, Interview, consultation, scientific and practical conferences, meetings, written works; activation techniques-conversation, exercise, role-playing game, independent work with literature, creative discussions, the use of problematic, programmatic educational elements, exchange of experience, etc. Let's dwell on some of them.

Маъруза машғулотларида педагогларга бўлажак тарих фани ўқитувчиларини тажрибасизлиги туфайли эътибор бермайдиган фаннинг муҳим лаҳзаларини ажратиб кўрсатиш имконини беради. Уларнинг биргаликдаги ушбу фаолиятини ташкил этишнинг самарали шартлари - маърузанинг аниқ ва самарали режасини тузиш, эшиттириш, режанинг



ҳар бир бўлимини ёритишдан сўнг қисқача умумий хулоса қилиш, маърузанинг бир қисмидан бошқа қисмига ўтишда мантиқий боғлиқликни таъминлаш, муаммоли баён қилиш, ёзиб олиш зарур бўлган жойларни ажратиб ёздириш, маърузаларни унинг алоҳида ҳолатларини батафсил таҳлил қилиш имконини берувчи семинар ва амалий машғулотлар билан қўшиб олиб боришдан иборат. Бу методдан фойдаланганда маълумот ва тушунтиришлар ҳамда фактлар аниқ тақдим этилиши мақсадга мувофиқ. Афзаллиги - аниқ илмий билимларга таянади, вақтдан унумли фойдаланилади, педагог томонидан ўқув жараёнини тўлиқ назорат қилиш имконияти пайдо бўлади.

Лаборатория ишларида янги материални кузатиш, табиий объектлардан фойдаланиш услубини татбиқ этиш кўзда тутилади. Бундай ишлар билимларни чуқурлаштириш, амалий малака ва кўникмаларни шакллантириш мақсадида ўтказилади. Лаборатория ишларини бажариш бўлажак тарих фани ўқитувчилари учун катта таълим-тарбиявий аҳамиятга эга. Чунки, мустақил бажариладиган лаборатория ишлари бўлажак тарих фани ўқитувчиларнинг билим, кўникма, малакаларини шакллантиришга, фикрлаш қобилияти ва фанга бўлган қизиқишларини ривожлантириш кабиларга ўзининг ижобий таъсирини кўрсатади.

Мустақил ишлаш. Педагогика олий таълим муассасаларида тарихий китоб билан мустақил ишлашга ўргатиш бўлажак тарих фани ўқитувчиларда матннинг айрим қисмлари ўртасидаги мантиқий боғланишларни топиш, унда қараб чиқиладиган фактларни аниқлаш малакаларини ҳосил қилишни назарда тутати. Бунинг учун уларга ўқилганлар бўйича режа тузиш, ўз-ўзини текшириш мақсадида маълумотларни ана шу режа асосида ҳаёлан эсга олиш юзасидан топшириқлар бериш керак. Таҳлил қилинган

маълумотлар асосида график ҳужжатлар тузиш, масалалар ечиш, саволларга ёзма жавоблар тайёрлаш ҳам фойдали. Бўлажак тарих фани ўқитувчиси таҳлиллар натижасида ўрганган маълумотларини мазмунини ўзлаштириши, семинарда маъруза қилиш учун маълумотлар танлаши, қўйилган саволларга жавоб топиши, маълумотлар ҳақидаги ўз мулоҳазаларига эга бўлиши кабилар муҳим. Ишдан кўзланган мақсадни билиш бўлажак тарих фани ўқитувчиларга унинг бажарилиш сифатини ўзлари назорат қилишларига имкон беради.

Ўзаро ҳамкорликда муаммо ёки ғоя-фикрларни самарали ечимини топишнинг усулига - ёзма давра суҳбати дейилади. Аъзолар кўриладиган у ёки бу масала юзасидан ўз ғояси ёки таклифини ёзади, сўнг ёзилган қоғозни ёнидаги аъзога узатади. Навбатдаги аъзо берилган ғоя ёки таклиф юзасидан мустақил билими, қарашларига асосланган ҳолда тушунча ҳамда изоҳларини қўшимча қилади, кейин навбатдаги аъзога узатади. Ҳар бир иштирокчи фикрларини ўзи танлаган рангли қалам билан ёзади. Бу ҳар бир иштирокчининг суҳбатда қатнашганлик даражасини яққол кўрсатади. Жараён барча аъзолар ўрганиладиган масала юзасидан ўз билими ва муносабатлари асосида мустақил фикр ёки саволлари билан иштирок этиб бўлишларига қадар давом этади. Мақсад билимларни чуқурлаштириш, турли вазиятларда олдинги билимларни қўллашни шакллантириш, кичик гуруҳларда ишлаш кўникмаларини ривожлантириш. Натижада иштирокчилар жамоаси маслаҳатлар олади, ўрганиладиган масала юзасидан ўз билимларини қисқа ва лўнда ифодалашлари учун имкон яратилади, жамоага мослашиш кўникмаларини эгаллайди.

Муаммоли-изланиш усуллари. Ўқитишнинг бу усуллари, бўлажак тарих фани ўқитувчиларнинг



Ўқитиш жараёнида ҳодиса ва қонунларни билишдаги ижодий фаолликлари даражасини баҳолайди. Бу усул мавзуни мустақамроқ эслаб қолишларини ва янги билим даражасини бевосита бошқаришни таъминлайди. Муаммони ечишда ижодий изланиш тажрибалари ўз натижасини беради. Ўқув жараёни моделини тузиш муаммоли-изланиш усули деб аталади. Муаммоли таълим деганда, ўқув мавзусини бўлажак тарих фани ўқитувчилар онгида илмий изланишга ўхшаш билим вазифалари ва муаммолари пайдо бўладиган қилиб ўргатиш тушунилади.

Дастурланадиган ўқитиш технологияси. Бу махсус ишлаб чиқилган дастурлар асосида ўргатувчи қурилмалар (компьютер, симулицион хоналар, дастурланадиган дарсликлар.) ёрдамида билим, маҳорат, кўникмаларни мустақил олиш имконини таъминловчи технология. Ўқитиш технологиясида чизиқли, тармоқланган, адаптив, умумлаштирилган, дастур-алгоритмик, блокли ўқитиш, модулли ўқитиш, билимларни тўлиқ ўзлаштириш дастурлари бўлиши мумкин.

Конференция илмий-оммабоп адабиётлар билан мустақил ишлаш, ўқиган материалларни таҳлил қилиш ва хулосалар чиқариш, уларнинг ичидан асосийсини ажратиб олиш, фикр билдириш пайтида улардан фойдаланишда муҳим. Шу билан бир қаторда конференция бўлажак тарих фани ўқитувчиларнинг фан, техника, технологияларга қизиқишини оширишга ёрдам беради.

Тарих фани бўйича режалаштирилган конференцияни ўқув йилининг охирида ўтказиш мақсадга мувофиқдир. Чунки, бу пайтда бўлажак тарих фани ўқитувчилари керакли фанларнинг асосий қисмини ўқиб, ўрганган бўлади. Конференцияда ҳодиса ёки қонуннинг очилиш тарихи, қўлланиши, ишлатилиши билан танишиш

кабиларни таклиф қилиш мумкин. Уни тайёрлаш ва ўтказиш қуйидаги босқичларни қамраб олади: мақсадларни аниқлаш, маълумот йиғиш, асосий ғояни аниқлаш, қўшимча маълумотларни танлаш, конференция тузилмасини тузиш, маълумотни тингловчиларга етказишни мантиқий текшириш, хулоса тайёрлаш.

Бўлажак тарих фани ўқитувчилари томонидан ўзлаштирилаётган янги материалнинг бир қисмини қандай ўзлаштирилишини текшириб кўриш мақсадида асосан гуманитар фанлар бўйича ўтказилиши – семинар дейилади. Бунда берилган мавзу бўйича материални чуқур ўзлаштириш, адабиёт билан ишлаш, берилган саволларга жавоб бериш, бошқаларнинг фикрини эшитиш, таҳлил қилиш, баҳо беришга асосий эътибор қаратилади. Бўлажак тарих фани ўқитувчилари семинарга тайёрланаётганларида кўрсатилган адабиётларни олиб ўқийди, зарур хронологик маълумотлардаги қоида-қонунларни атрофича ишлаб чиқиб, уни бир умумий маълумот ҳолига келтиради. Бўлажак тарих фани ўқитувчиларига семинарга тайёргарлик кўрганларида маъруза ёзиш тавсия этилади. Бунда улар мавзу бўйича ўзининг шахсий мулоҳазаларини ҳам айтиши мумкин. Кўп ҳолларда семинар машғулотида педагоглар ёки бўлажак тарих фани ўқитувчиси билан мулоқат шаклида ўтказилади. Шунинг учун ҳам бўлажак тарих фани ўқитувчиларнинг ўзларидан ҳамда уларнинг билимга чанқоқлигидан келиб чиққан ҳолда мавзу ва бирор йўналишдаги семинар машғулотларини ташкил этиш мақсадга молик. Бунда изланувчанлик фаолияти ҳамда ўзаро мулоқат юқори даражада бўлади.

2-жадвал

The above can also be used in other activities. From the above points, it can be concluded that it is possible to visualize the goals of improving the professional



training and development of future history science teachers, that is, to set the goal of professional training and strive to achieve success in professional training, develop the imagination of professional training, manage their emotional state in conditions of professional training, as well as, being able to develop the skills of being able to analyze their creative solutions, the quality of a creative individual personality consists of such a development of imagination, independent thinking.

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