

The Role and Importance of Learning Competencies in The Professional Training of Future History Teachers

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ABSTRACT

The article analyzes the role and importance of learning and cognitive competencies in the system of professional training of future history teachers, the ability of a future history teacher to independently search, accept, analyze, sort, systematize knowledge, critically evaluate historical sources, use them in professional situations, and reflexively evaluate his own cognitive activity, the fact that in the conditions of modern pedagogical education, the professional training of a history teacher is not limited only to the acquisition of historical knowledge, but also the need to form a teacher's research, analytical, critical, independent and reflexive cognitive activity, as well as the professional significance of developing these competencies in connection with working with historical sources, drawing conclusions based on evidence, designing the educational process, making pedagogical decisions, and professional self-development from a scientific and methodological point of view.

Keywords: History, profession, teacher, preparation, learning, knowledge, competence, activity, competence, reflection, thinking, contemplation, student, education, pedagogy, knowledge, result.

INTRODUCTION

One of the important tasks facing the education system in modern society is to train competitive pedagogical personnel who think independently, analyze their professional activities, independently acquire new knowledge and effectively apply it in various pedagogical situations. This task is especially important in the process of training future history teachers. Because a history teacher is not only a specialist who delivers specific historical events, dates and facts, but also a teacher who forms in students the ability to think historically, analyze sources, identify cause-and-effect relationships between events and draw conclusions based on evidence.

From this point of view, the professional training of a future history teacher depends not only on his knowledge of the subject, but also on his ability to independently acquire, process, analyze, evaluate and apply this knowledge in professional activities. OECD studies also

describe teaching as a knowledge-based profession in modern conditions, emphasizing that the teacher should organize his or her practice on the basis of constantly updated scientific and pedagogical knowledge [1].

The initial professional training of future teachers creates an intellectual and methodological foundation for their entire professional activity. Effective initial pedagogical training should ensure an integral connection between theoretical knowledge, practical training, analysis of professional activity and subsequent continuous professional development [9].

Today, the rapid development of digital technologies, the increase in the volume of information, the spread of historical information in different and sometimes contradictory interpretations require a high level of cognitive activity from the history teacher. Therefore, the development of learning and cognitive competencies in the

professional training of future history teachers is one of the important strategic tasks of pedagogical education.

The purpose of the article is to scientifically and methodologically substantiate the role and importance of learning and cognitive competencies in the professional training of future history teachers and to identify its structural components.

METHODS

The methodological foundations of the role and significance of educational and cognitive competencies in the system of professional training of future history teachers were formed by competency-based, activity-based, systematic, person-oriented and reflexive approaches. These approaches make it possible to study the professional training of a future history teacher not only as a process of acquiring knowledge, but also as a holistic system of searching, analyzing, processing, evaluating and applying knowledge in practical pedagogical activities.

The following methods were used in the process of developing educational and cognitive competencies in the system of professional training of future history teachers:

- theoretical analysis of scientific literature on pedagogy, vocational education and teacher training;
- comparative-comparative approaches to competence and educational and cognitive activity;
- content analysis of concepts in scientific sources;
- systematization of the components of educational and cognitive competencies;
- generalization of scientific results and conceptual modeling.

As the main sources for revealing the content of educational and cognitive competencies in the system of professional training of future history teachers, international studies and analytical reports on the issues of professional training of teachers, pedagogical knowledge, teacher competencies, reflexive practice and high-quality education published over the past five years were used.

Methodological analysis shows that the professional competence of a modern teacher is not determined only by

the amount of knowledge. One of its important indicators is the ability to analyze pedagogical and subject-specific knowledge in a specific situation, connect it with practice, use scientific evidence and critically evaluate one's own activities [7, 8].

RESULTS

Based on the professional training of a future history teacher of educational and cognitive competence, educational and cognitive competence can be defined as a system of integrative abilities of a person to independently search for, receive, analyze, sort, systematize, critically evaluate information and knowledge in the process of solving educational and professional tasks, to create new knowledge, and to control and reflect on his cognitive activity.

For a future history teacher, this competence is not only a general intellectual ability, but also an important basis for his professional activity. Because historical knowledge is constantly enriched with new sources, new scientific research and various methodological approaches. The teacher must be able to independently assimilate this information, assess its reliability and apply it appropriately in the educational process.

In OECD studies on teacher knowledge, pedagogical knowledge is considered as a system of special knowledge necessary for a teacher to create an effective educational environment. In this case, the correct application of knowledge in specific pedagogical situations and making decisions appropriate to the context are of particular importance [10].

The educational and cognitive competence of a future history teacher has the following structural components:

motivational-value - interest in learning, intellectual activity, the need for independent learning;

cognitive - acquisition and systematization of historical, pedagogical and methodological knowledge;

practical-activity - working with information and sources, analyzing, solving problems;

critical-analytical - comparing different points of view, evaluating evidence, drawing informed conclusions;

reflexive-evaluation - analyzing and improving one's own cognitive activity and professional actions.

The interrelationship of these components ensures that the future history teacher turns from a learning subject into an independent researcher and a teacher who consciously organizes professional activity.

History education differs to a certain extent from other disciplines in its content and methodological features. In studying historical reality, the student and teacher work with sources, analyze events from different perspectives, determine cause-and-effect relationships, and form an evidence-based attitude towards historical processes [11, 12].

Therefore, in the professional training of a future history teacher, the educational-cognitive competence performs the following tasks:

Firstly, it provides a mechanism for independent acquisition of historical knowledge. The future teacher acquires the skills to work independently with scientific literature, archival documents, statistical data, and digital sources, not limited to receiving ready-made information.

Secondly, the educational-cognitive competence forms a critical attitude towards historical sources. This requires an analysis of the reliability of historical information, the author's point of view, the conditions under which the source was created, and its purpose.

Thirdly, this competence serves to form the ability to make pedagogical decisions. The teacher selects the content and methods of education based on the level of knowledge, interests and learning needs of students.

Fourth, learning and cognitive competence creates the intellectual basis for professional self-development. The professional development of a teacher is associated with continuous learning, studying new research and improving their practice [2; 3].

DISCUSSION

The formation of learning and cognitive competencies in the professional training of a future history teacher cannot be fully ensured within the framework of the traditional model of providing knowledge. Because modern pedagogical education requires the formation of a teacher

not as an assimilator of ready-made knowledge, but as a subject who searches for knowledge, analyzes it, makes decisions based on scientific evidence, and improves his own experience.

In modern international research, the involvement of teachers in reflexive and research-based practice, the development of their ability to work with scientific evidence, is indicated as an important direction. The teacher's questioning of his own practice, researching problems, testing theoretical knowledge, and analyzing the results is an important mechanism of professional development [3].

From this point of view, it is appropriate to link the process of developing learning and cognitive competencies of future history teachers with reflexive activity. Reflection is not limited to assessing the outcome of the process of knowledge acquisition, but also allows us to understand how knowledge was acquired, which methods were effective, and how cognitive activity can be improved in the future.

The integration of pedagogical knowledge, subject knowledge, and the ability to apply them in specific educational situations is considered important for a modern teacher [4]. Based on this, it is necessary to use practical and research-oriented educational technologies, not limited to theoretical lectures, in the development of teaching and learning competencies of future history teachers.

Such technologies include:

- problematic tasks based on the analysis of historical sources;
- comparative analysis of interpretations of the same historical reality in different sources;
- solving historical-pedagogical cases;
- implementing small research projects;
- critical analysis of scientific articles;
- keeping reflexive diaries;
- “What did I know?”, “How did I know?”, “What should I reconsider?” self-assessment based on questions such as;

- analysis of pedagogical situations and development of alternative solutions.

Such methods, while increasing the cognitive activity of the student, also form the analytical and research skills necessary for his future professional activity.

The OECD analytical documents for 2024–2025 also assessed reflexive practice, reliance on research evidence and improvement of one's own activities as important factors in the professional development of teachers [6; 5].

The results of TALIS 2024 also show that initial pedagogical education, along with the main areas such as subject content, subject methodology and general pedagogy, should also form the knowledge and skills necessary for modern educational tasks [5].

Based on this, it can be assumed that the development of teaching and learning competencies of future history teachers is effectively carried out under the following pedagogical conditions:

- creating a problem-based learning environment in the learning process;
- directing students to work with independent sources and scientific literature;
- introducing a system of tasks for critical analysis of historical data;
- ensuring integration between theory and pedagogical practice;
- organizing students' reflexive assessment of their own cognitive activity;
- incorporating research and project activities into the educational process;
- developing skills for critical assessment and targeted use of digital information.

These conditions serve to ensure the formation of educational and cognitive competencies not only within the framework of a separate subject or task, but also within the general professional training system of a future history teacher.

CONCLUSION

Based on the development of educational and cognitive competencies in the professional training of future history teachers, the following conclusions were made:

Firstly, the professional training of a future history teacher is a multi-component pedagogical process, in which, along with subject-specific knowledge, the ability to independently acquire knowledge, analyze information, evaluate sources, solve problems, and carry out reflective activities plays an important role.

Secondly, educational and cognitive competence is an important integrative quality that ensures the professional competence of a future history teacher, and its motivational-value, cognitive, practical-activity, critical-analytical, and reflexive-evaluation components are manifested in an interconnected manner.

Thirdly, the professional activity of a history teacher requires working with historical sources, comparing different views and interpretations, analyzing cause-and-effect relationships, and drawing conclusions based on evidence. Therefore, learning and cognitive competence constitutes the intellectual and methodological basis of this professional activity.

Fourth, for the effective development of learning and cognitive competences of future history teachers, it is necessary to integrate problem-based learning, analysis of historical sources, cases, research and project activities, and reflexive tasks.

Fifth, the development of learning and cognitive competences ensures not only the academic success of the future history teacher during higher education, but also his further professional self-development, independent acquisition of new pedagogical and historical knowledge, and improvement of his pedagogical activity.

Thus, the purposeful organization of the development of learning and cognitive competences in the professional training of future history teachers is one of the important methodological foundations for preparing them as independent thinkers, researchers, analysts, and reflexive educators in a modern educational environment.

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