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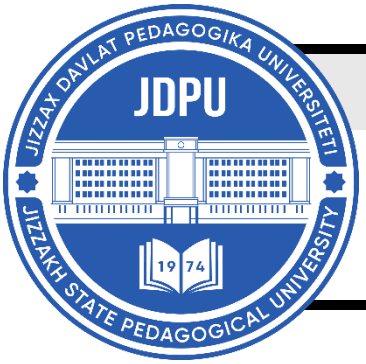

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THE IMPORTANCE OF PROFESSIONAL METHODOLOGICAL TRAINING IN IMPROVING THE ACADEMIC AND SCIENTIFIC RESEARCH WORK OF FUTURE HISTORY TEACHERS

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ABOUT ARTICLE

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Abstract: This article highlights the importance of professional methodological training in developing critical thinking, research skills, and practical applications of historical knowledge, ensuring future teachers are prepared to meet modern educational demands. Special attention is given to integrating innovative teaching methods and digital tools into the curriculum, which not only enhance research capabilities but also foster a deeper engagement with historical studies. These approaches aim to prepare future educators to inspire students through dynamic and effective teaching strategies.

In the context of modern development, the high demands placed on the professional training of future history teachers are linked to significant changes in the content of the history subject, the evolving role and responsibilities of the teacher in the educational process, the expansion and enrichment of theoretical and methodological approaches to studying the past, and the emergence of a large volume of previously confidential historical sources and works by both local and foreign historians. These changes are also associated with the development of advanced pedagogical and information technologies in historical research.

The issues related to guiding students into scientific research are currently being implemented on a global scale. For example, at the University of Nebraska-Lincoln in the United States and Waseda University in Japan, circles such as the "Independent Work" group have been established to guide students in scientific research and foster their creative and critical

thinking. These "Independent Work" circles aim to direct students to engage in scientific research activities, identify talented students, and guide them in their desired fields.

A modern history teacher is one who has mastered new teaching technologies, is a creative facilitator of the educational process, capable of solving diverse tasks related to the education and upbringing of students, and is a specialist who continuously improves their professional skills.

The analysis of contemporary conceptual approaches to the design and implementation of educational and scientific-research activities for future history teachers reveals several shortcomings at the current stage:

The theoretical and practical aspects of engaging students in scientific creativity during the educational process have not been sufficiently developed;

There are almost no developed scientific-research program curricula composed of tasks related to research projects with increasing complexity;

The issue of selecting the content of special courses as one of the forms of research work for future history teachers remains unresolved, with special course programs not taking into account new achievements in the field of history;

The innovative forms and methods of teaching aimed at developing the research competencies of future history teachers are not fully utilized.

Furthermore, in developing the theoretical-methodological and organizational-methodical foundations for improving the educational-scientific-research activities of future history teachers, the following tasks must be carried out:

Coordinating methods of engaging future history teachers in scientific creativity with the modern requirements for professional preparation in continuous qualification practice;

Identifying the objective necessity of searching for tools to improve the educational-scientific-research activities of future history teachers in higher education and developing them based on this scientific foundation;

Developing the existing practices and methodological foundations for using research tasks in the preparation of future history teachers, and creating and implementing appropriate educational integrative technologies into the process.

The scientific-pedagogical foundations and technological support for improving the educational-scientific-research activities of future history teachers will be developed through the system of special courses, which will involve the creation of its structure and innovative methodology.

The need to improve the system of scientific-research activities of students has been repeatedly emphasized in normative documents regulating the activities of higher educational institutions. For example, the program for the development of education identifies key directions for improving higher education and post-graduate education, which include ensuring conditions for the development of students' personalities and creative abilities, and individualizing the education form, methods, and systems, including through variant professional education programs in higher and post-graduate education.

The regulations of the government decree "On Postgraduate Education" reinforce these ideas. It requires the use of teaching methods and forms that allow educators to organize a process of gradually developing students' creative thinking and research activity.

The program for developing students' scientific-research activities and supporting their scientific-technical creativity also analyzes the state, goals, and main tasks of the system that fosters scientific-technical creativity. This includes research on organizing, developing, and coordinating the educational-scientific-technical activities of students in line with methodological and technological approaches, organizational-economic, material-technical, and legal provisions.

In modern conditions, the conceptual foundations of scientific-technical activities and the realization of children's, youth, and students' creative abilities and talents are crucial. A detailed action plan for implementing these initiatives has been proposed, with a focus on providing socio-psychological support and developing motivation for youth's involvement in creative activities. For instance, the implementation of the "Our Tomorrow is Ours" competition for students can serve as an example of such a program.

As is known, mastering the basic research competencies results in the development of a teacher’s own research competencies. Research competency develops in students through the learning process and extracurricular activities in various forms. The main methods, techniques, and technologies for forming this competency include:

- Lectures, seminars, and practical classes;
- Debates, business games, discussions, and training sessions;
- Writing assignments (essays, reports, papers, analytical and reflective essays);
- Solving professional tasks;
- Working on various projects in the classroom and presenting results;
- Completing research and study assignments;
- Performing tasks during educational practices;
- Participating in various projects outside the classroom;

- Completing final qualification (diploma) works.

A fundamental issue in modern educational processes is the methods and forms of assessing students' knowledge. This issue is especially urgent in history teacher training, as a significant part of history preparation involves independent work (such as studying historical sources and literature). Therefore, it is necessary to organize the monitoring of independent work by creating controlled independent learning situations in all activities.

Additionally, students should be taught how to independently plan extracurricular activities, with the teacher only required to check the existence and implementation of the plan. The completion of tasks is monitored through practical classes and discussions during extracurricular time.

Thus, improving the research activities of future history teachers implies introducing innovative changes into the structure of their educational-scientific-research work. The essence of the proposed changes is not in the creation of separate or parallel special courses for forming the research competencies of future specialists, but in systematically conducting special courses throughout the entire educational period with a single group of students. The goal of implementing a special course system at the Faculty of History in a pedagogical higher education institution is to form research competencies in future specialists. The result of this system will be the development of the research competencies of future history teachers.

In conclusion, it is important to emphasize that the problem of involving future history teachers in scientific creativity to form their research competencies is a current and significant task in higher education, as highlighted in the normative documents of the Ministry of Higher Education. The qualification requirements for preparing graduates in the "History" field set by the state standards in higher education serve as the basis for ensuring that students are prepared to work in educational institutions within the continuous education system.

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