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PEDAGOGICAL AND METHODOLOGICAL ASPECTS IN PREPARING FUTURE HISTORY TEACHERS FOR PROFESSIONAL ACTIVITY

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ABOUT ARTICLE

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Abstract: The article describes conceptual ideas aimed at the formation of methodological competence of future history teachers. The importance of general methodological and specific methodological knowledge in the preparation of future history teachers for professional activity is highlighted in the article. It is stated that the study of the methodology of teaching history in modern conditions has a practice-oriented character and is an important component of the professional training of a history teacher.

INTRODUCTION. The professional training of the future teacher is related to the increase in requirements for this teacher, and in the conditions of fundamental changes in society, the quality of his preparation for independent pedagogical activity is understood as a specialist. In modern science, the concept of "professional training" is related to vocational education and abilities necessary for independent professional activity, which reflect the process of acquiring knowledge, skills and competences related to:

- accelerated vocational education system acquisition by students of the skills necessary to perform a certain task;
- understood as the process of acquiring knowledge, skills and competences that make it possible. Interdependence of the elements that make up the system of professional training is not a simple sum of students of the pedagogical university, but a common goal based on their integration - to prepare a competent teacher. This goal determines the structure of professional training of future teachers and focuses on the formation of the main direction of the

competence-based approach education system, which serves as the basis for modern development, taking into account the goal of professional training of future teachers. History education, issues of history teaching in high school today, competency-oriented approach sets modern requirements for professional training of future teachers [1]. Orientation to the formation of the professional competence of the future teacher has given the pedagogical community the task of revising the goals, content and organization of his professional training.

MATERIALS AND METHODS. Researchers distinguish the subject, social, psychological, pedagogical and methodological competence in the competency model of the future teacher. The formation of methodological competence should be considered as the goal and result of the professional training of students during the study of the "history teaching methodology" subject. The problem of formation of methodological competence of graduates of pedagogical universities is becoming especially urgent and important in the conditions of new requirements for the qualifications of a history teacher [2]. He should not only be a good teacher, but also follow various scientific and pedagogical approaches. In particular, he should be able to use ready-made methodological materials, but also to create new ones, to create textbooks, developments and recommendations, electronic educational tools. This teacher's methodological competence allows him to consciously design and serves as an assistant in the development of an effective methodological system of teaching [3]. N. According to A. Morozova and other researchers, scientific and methodological support includes supporting the educational system with methodological, didactic and methodical developments that meet the modern requirements of pedagogical science and practice, which directly affects the improvement of the efficiency and quality of students' education. M. K. Gorbатов and M. A. Nazimova states that increasing the share of students' practical work, ensuring independence will help students in the process of mastering the practical skills of their future profession. In the training of history teachers, this problem is solved by introducing future-oriented active teaching methods [4]. According to A. Adolf, a competent teacher should be called a person who knows the teaching methodology well and, moreover, clearly defines his relationship to various methodological systems and has a unique method of activity in the methodology" [5]. The basis of methodological competence can be divided into general methodological and specific methodology The first section includes the following elements:

- The history of the emergence and development of the teaching methodology.
- Studying history;
- knowledge of actual problems of methodological science and practice;
- to know the main ideas and principles of the modern methodology of teaching history;

- general characteristics of history as a science and educational discipline;
- modern approaches to teaching history at school;
- state regulatory documents regulating modern history education;
- goals and tasks of studying history at school;
- the structure and content of the school history course;
- techniques, teaching tools and methods of studying history;
- forms of educational organization and control.

Special methodological knowledge includes the following groups:

- knowledge related to the design of history teaching in general and educational (extracurricular) classes;
 - knowledge related to the creation of a methodological educational system;
 - knowledge related to the creation of own methodological products: work program, thematic plan, educational-methodical complex, methodological developments, educational-methodical materials (including electronic).
- General methodological and specific methodological knowledge determines the content of the author training course "methodology of history teaching" in the system of professional training of future history teachers. At the same time, the use of scientific and methodological knowledge in solving educational and professional tasks allows us to talk about the methodological literacy of future history teachers. This rule made it possible to define a system of complex skills based on the formation of methodological competence of students. An important component of the teacher's methodological competence is the level of formation of methodological thinking that allows for the constant search and selection of effective methods and tools of teaching, as well as the continuous improvement of the emerging methodological system of teaching. The effectiveness of applying any methodical knowledge and skills depends on the teacher's ability to assimilate it into a certain pedagogical situation, which is determined by the individual characteristics of the students in the class, the material-technical and educational-methodical possibilities of the educational process. The mobility and flexibility of the teacher is directly proportional to the level of formation and development of his methodical thinking. The methodical thinking of the history teacher is a thinking aimed at understanding and searching for effective methods of realizing the goals of historical education in accordance with scientific and methodological knowledge and specific pedagogical situations. Methodological thinking should be understood as a multi-level phenomenon, as it reflects specific attitudes, knowledge, professional and personal qualities and attitudes of teachers. The level of formation of methodological thinking increases its professional mobility, ensures the dynamics of development of methodological

competence. The formation of students' methodological thinking in the process of studying the methodology of teaching science includes consistent training in solving typical and specific educational-methodical tasks during the implementation of the following main activities: analytical, semantic, modeling, design, constructive. The organization of students' educational activities in seminars and in the course of independent practical work is carried out through the system of tasks:

- analysis and selection of educational materials on history, determining its connection with the formation of moral and ideological ideas;
- selection of teaching methods, techniques and tools;
- analysis of methodological products of activity;
- design of pedagogical interactions between teachers and students in specific educational and methodological situations, etc.

According to many researchers, a holistic indicator of the effectiveness of a teacher's work can be methodological culture understood as a high form of his activity and creative independence, which is a necessary condition for the emergence of new methodological ideas and ways of their implementation [6]. The future teacher of history should have certain knowledge and information related to his future professional activities in a multicultural space, as well as skills that will allow him to make personal decisions and work in a team to achieve a common goal. The training of a modern history teacher must meet the above requirements and include the formation of a certain professional culture. The formation of the main foundations of methodological thinking and creativity of students of the faculty of history is carried out in the process of studying the methodology of teaching science. By organizing independent practical work on the creation of these methodological products:

- analysis of history curricula, textbooks, educational materials, lessons and extracurricular activities;
- logical and structural analysis and selection of educational content;
- development of educational and methodological complex, thematic planning, lessons and extracurricular activities in history;
- creation of multimedia presentations, tasks for interactive whiteboard;
- formation of historical images and images of history lessons, formation of cause-and-effect relationships in order to solve specific methodological tasks; formation of historical concepts, formation of cartographic knowledge and skills, etc. When working with the textbook, the teacher should not forget other educational publications, for example, books for studying history, specialized periodicals. In the context of interdisciplinary interactions, the history

teacher can also refer to works of art, which will certainly enliven the lesson. The literature that the teacher should have at hand are dictionaries and reference and bibliographic publications. The teacher's work with educational and additional literature is not only a necessary part of the whole system, it is an important didactic basis for preparing the teacher for the lesson.

RESULT AND DISCUSSION. The history lesson forms an educated, cultured, well-rounded person in the field of teaching science, teaches him to study throughout his life and apply his knowledge, skills and abilities in practice for profit. A teacher's preparation for a lesson is a complex, multifaceted process, and there are a number of factors that significantly affect the educational process. Teaching implies the unity of all stages of the teacher's activity, starting with preparation for the lesson and ending with the analysis of its results [6]. Each stage of preparation for a history lesson performs a number of functions. At the first stage, there are two functions - gnostic and constructive.

1. The Gnostic function ensures the implementation of the following stages of lesson preparation:

- 1) understanding the content of the educational material;
- 2) formation of a didactic goal in accordance with the goals of studying the department and the topic, the course as a whole;
- 3) determining the type of lesson;
- 4) determining the structure of the lesson;
- 5) selection of educational material.

Thus, the teacher chooses the content, thinks about the type of lesson, the structure that corresponds to the logic of the students' learning and cognitive activity. At the same stage, it is determined what skills and how to form schoolchildren; which emotions are chosen to be evoked. Having selected sources of knowledge, the teacher thinks of ways to combine them. Sources of knowledge include a textbook, a teacher's story or lecture, a document, an educational picture, an educational film. Preparation for the history lesson includes analyzing the homework of the previous lesson. Questions on previous material should be related to survey material or new subject content.

2. The design function implies the following:

- 1) analysis of the characteristics of the composition of students in a certain class;
- 2) selection of teaching and learning methods and tools;
- 3) to determine the dominant nature of student activity, which includes three levels - reproduction, transformation, creative and research. The simplest, most primitive is the level of reproduction. The student only repeats everything that the teacher gave in the lesson

(repeats the idea; shows the object). A more complex transformational level of knowledge (the student listens to a lecture and makes a plan of it; fills in a table according to several paragraphs of the textbook; shows an object on a map according to a verbal description). The most difficult-creative research level (the student analyzes documents and makes independent conclusions and forecasts; thinks about alternative situations in the development of historical events). The teacher's methods of working in the history lesson depend on the chosen level of activity of the students.

3. By implementing the organizational function, the teacher thinks: how to start the lesson; what students do in class; how to direct them to perceive new things; what types of work should involve all students; what kind of activities will interest students; what cognitive tasks to give; what are the tasks? expressing personal opinions; how to raise a problematic issue; how to organize homework and how it takes into account the acquisition of lesson knowledge; what skills students are learning and which are continuing to improve.

4. The informative or explanatory function is related to the educational content of the lesson: what are the methods of presenting the content in the lesson; which teaching aids should be used in the presentation. When developing the content, the teacher determines which material to give - main, additional, in what form and volume; develops new content discovery techniques; chooses textbooks for the lesson. In a history lesson, the teacher not only retells the textbook material, but also explains the main issues of the subject, explains in detail what is difficult for students. The teacher determines what should be highlighted from the program material, what should be described in more detail or briefly. Based on the concrete facts of the textbook, it reveals and concretizes new concepts, presents dry textbook material in a colorful and figurative sense. The teacher should give the material brighter, more interesting and clearer than the textbook.

5. The control function ensures thinking: how knowledge is tested and reinforced; how students can express their thoughts, attitude to the topic; how to assess knowledge [7].

What are the criteria for evaluating student learning?

1) objectivity, when assessment corresponds to students' knowledge, skills and attitude to learning;

2) comprehensive assessment, taking into account students' knowledge, skills and qualifications, historical content, imagery and emotionality, deep, scientific and meaningful disclosure of speech culture;

3) transparency and clarity in the evaluation, when its authenticity is conveyed to the student, the moral tone for success is preserved, ways to eliminate shortcomings in the work are shown [8].

The third stage is the analysis of the quality and effectiveness of the work in the classroom as a result of checking the knowledge of students.

6. The correction function summarizes the lesson: whether the material is chosen correctly, whether the facts are interesting and meaningful, whether the problems are important; the didactic purpose of the lesson is correct and how well it was achieved; whether the teacher took into account the unique characteristics of the class; the type of lesson is chosen, teaching methods, educational forms are interesting and convenient tasks; why poorly studied; how to assess the level of knowledge acquisition. The teacher performs the correction function after each lesson, identifies his successes and failures, and plans changes in his next work. In the summary or lesson plan, the teacher gives brief notes: "strengthening the theoretical part of the lesson", "removing unnecessary facts", "inserting a table for inquiry" [9]. Methodist O. Y. Strelova believes that the formation of the topic of the history lesson is an important issue that should be considered when preparing for it. The traditional way is to define the place and time of the event being studied in the title. The title of the lesson may contain a hidden plan for learning the topic. Or the direction of action is indicated - from what point everything begins and how it ends. The most popular formulas for topics in history lessons are quotations from works of art. They immediately bring the topic to life. A vivid emotional expression can present the whole subject from a new perspective or create a problematic situation [10]. Having considered the content and methodology of the lesson, the teacher develops a conclusion. In it, the teacher records everything that comes as a result of the study of special and methodical literature, structural and functional analysis, and comments about the upcoming lesson. The conclusion reflects the pedagogical purpose of the lesson and is its model, scenario, reveals the progress of the lesson, the activities of the teacher and students at all stages. A synopsis is necessary to prepare for a history lesson, because working on it helps to organize the educational material, the logical sequence of its presentation, to determine the ratio of lesson references, to clarify formulas and concepts [11]. It includes the name of the subject of the lesson, the purpose, the list of equipment, the content of the educational material and the methodology of its study. When conducting research on the topic of teacher training, the following results were obtained:

1) modern lesson is the main means of learning by students. It can be presented in different forms and types depending on the subject, the professional skills of the teacher, his

experience, the age level of students, their readiness to perceive one or another form of presenting new material and combining it;

2) A properly selected structure will be interesting for students, activate their mental and cognitive activity, contribute to the formation of competencies, actualize the function of creative research and independent work. The structure of the modern history lesson allows it to be done effectively.

3) preparation of the teacher for the lesson is very important for the success of the lesson. The main task of a modern teacher is to form the most important competence among students - to teach them to learn - to be able to use the acquired knowledge in life, to make emergency decisions in difficult situations, to think creatively outside the box;

4) in the process of preparing the teacher for the lesson, preparation of his detailed plan, the ability to rationally use additional material and technical teaching tools in the lesson in the teaching material where the teacher's fluency is of great importance.

CONCLUSION. Thus, we draw the following conclusions:

1. The lesson requires constant improvement and modernization. Only a creative approach to the lesson, taking into account new achievements in the field of pedagogy, psychology and best practices, ensures a high level of teaching. Therefore, teaching high quality is not an easy task even for an experienced teacher.

2. The history lesson is part of the content of historical and social science education, and it occupies a certain place in the school system according to the problem-chronological principle.

3. A high-quality lesson is characterized by joint active work and close creative interaction between teachers and students, on the basis of which a triple goal can be achieved.

4. The content of the lesson should meet the modern requirements of historical and psychological-pedagogical science. A history lesson should be constructed logically and clearly, and the presentation of the material should be figuratively emotional, distinguished by reliable generalizations and conclusions. Each stage of the lesson is planned with a mandatory indication of its time. Any type of lesson is characterized by the variability of its methodology.

5. Each lesson has its own structure. Traditionally, blended learning has dominated teaching, especially in the middle grades.

Among the conditions for the development of the lesson, the variety of forms is one of the conditions for the development of students' interest in history as a subject, and for improving the quality of education. The main features of the lesson are the combination of high scientific, theoretical and methodological levels, the leading role of the teacher and active learning

activities of students. Thus, in modern conditions, the study of history teaching methodology has a practice-oriented character and becomes an important component of the professional training of a history teacher.

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