



## PROBLEMS OF IMPROVING PROFESSIONAL TRAINING OF FUTURE HISTORY TEACHERS

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### ABSTRACT

Views were made on the problems of improving the professional training of future history teachers, as well as the components of their professional skills.

### KEYWORDS

History education, methodology, semantic component, motivational component, cognitive component, professional orientation, professional competence, procedural component.

### INTRODUCTION

Today, the history teacher is the creator of the spiritual world of young people, whose direct and main task is to democratize the educational process, humanize it, the organic harmony of national and universal principles, the formation of solid historical knowledge among young people, honesty, humanity,

compassion, training highly educated people. The modern history teacher is called from methodologically correct positions to clearly define the national component of the content of education and upbringing, to acquaint students with the culture and history of their people, to determine their ethnic



identity and at the same time belonging to the fraternal family of peoples.

It should be noted that in this study we consider the problem of preparing future history teachers for ethno-cultural activities as part of the general professional training of future history teachers for professional pedagogical activity.

### THE MAIN FINDINGS AND RESULTS

According to V.I.Kurilov, the training of a history teacher is a unity of education, development and educational goals. This goal includes: knowledge - general facts, a certain amount of information; teach analysis, collaboration, problem solving, comparison, finding, evaluation, use of actions and results; develop character traits - tolerance, respect for the past, mutual respect, critical thinking.

It should be noted that the purpose of training future history teachers is to create conditions for the formation and development of a close environment, the state and the people, as well as a person capable of playing an active and creative role in the life of all mankind.

Throughout our research, we also focused on the goals of history teaching. S.V. Kulchitsky prioritizes the education of students in the spirit of respect and love for their homeland and people among the goals of teaching history. The main goal of Yu.C.Wojciechowski's history education is to form a respectful and active attitude to the heritage of human civilization, in particular, to the field of spiritual and material culture; connection with the heritage of previous generations; benevolent, tolerant attitude towards other cultures and peoples.

According to L.G. Yanovskaya, direct history education first of all shapes the student's personality, prepares him to live in the changing world of the information

society, teaches modern forms of communication, develops the ability to assimilate information, make effective decisions.

It should be noted that future history teachers in pedagogical higher education institutions should be prepared to work in a variety of educational institutions, including multicultural students.

Vyazemsky and A.Y.Strelova, a future history teacher, expressed the view that the work should be aimed at developing a sense of patriotism. One of the leading goals of training future history teachers is to shape educational values.

As a result, given the changing socio-economic conditions and the general situation in the education system, there is a need for a professional teacher who is able to choose the best options for organizing the pedagogical process, predict its outcomes, timely review the situation, adapt to modern conditions, anticipate difficult situations. The activity of pedagogical universities should be focused on the formation of these qualities of the future history teacher.

Formation of methodological thinking of future history teachers in the process of studying the methodology of teaching science involves consistent preparation in solving typical and specific teaching-methodological tasks in the process of carrying out the following main activities: analytical, semantic, modeling, design, constructive. The organization of educational activities of future history teachers in seminars and independent practical work is carried out through a system of tasks:

- Analysis and selection of educational material on history, determine its relevance to the formation of moral and ideological ideas;
- Selection of teaching methods, techniques and tools;
- Analysis of methodological products of activity;



- Design of pedagogical interaction between teachers and students in certain educational and methodological situations, etc.

According to L.G. Yanovskaya, one of the most important professional qualities of future history teachers is its professional stability, which has the following characteristics:

Strengthening self-confidence;

The purpose of pedagogical, ideological and cognitive orientation;

Ability to regulate the situation, control voice, facial expressions, gestures;

The role of socio-volitional qualities in the formation of volitional qualities;

Determine the speed of reaction to the behavior of the class and individual students;

Communicative competencies;

To be able to master them based on their ability to make the right decisions in non-standard situations;

Based on the knowledge and skills of the future history teacher (special, pedagogical, psychological);

Self-education.

In our opinion, S. Goncharenko and Yu.I. Malevani school is indivisible from the national soil and root of its people, it forms and maintains national culture, therefore the organization, forms and methods of teaching and education of the younger generation should be built taking into account the millennial history, enrichment of the ancestors of the people on the basis of national culture, with the best achievements of universal culture.

We believe that this is an important factor in the formation and development of the system of professional and pedagogical training of future history

teachers in the context of cultural and national revival, modern society is in need of educated history teachers with a high internal culture. Pedagogical educational institutions are called upon to carry out teacher retraining based on these requirements. Higher education is mainly concerned with shaping the personality of the future history teacher, equipping him or her with the necessary knowledge, skills and competencies.

Researchers are currently identifying several elements or components of a teacher's professional skills:

The semantic component is a system of values, relationships, and meanings of professional behavior.

The motivational component ensures the existence of motives for success, the realization of creative potential and personal and personal success.

Cognitive component - can be represented by a system of individual knowledge of historical, methodological, methodological, psychological and technological nature. This knowledge is the basis for designing the learning process in accordance with the socio-cultural and regional conditions and the type of educational program implemented by this institution. This knowledge is complex, structured, and ensures the unity of the material and procedural aspects of a history teacher's work.

Prosessual and methodological component-consists in the availability of advanced capabilities that allow modeling, designing, building and implementing stylistic activity projects. The history teacher performs the task of introducing the child to the world of culture. Most students will be able to learn and do what the history teacher will teach them.

Reflexive component is the ability to identify individual characteristics of the methodology and analyze the results of educational activities, identify problems in



the process of teaching history. The skill of the teacher begins with the introspective.

In the professional activity of the teacher there are four groups of functions:

Teaching, educating, developing, motivating;

Constructive and research;

Organizational and communicative;

Self-improvement.

The implementation of professional functions leads to the formation of three main structures of the teacher's personality: professional orientation, professional skills, qualities of a professionally important person.

Professional orientation is an indispensable attribute of a person who determines his attitude to the profession, the need for professional activity and readiness for it. To the qualities that characterize the direction of a person, one must enter: professional position, professional-value directions, motivations, profession for pedagogical activity. And also social activism, social optimism, etc.

Professional competence is the training of a qualified specialist, the awareness, reputation of the teacher, which allows to effectively solve the educational tasks that arise in the process of forming the personality of another person. The composition of professional competence includes: socio-political awareness, psychological and pedagogical knowledge, pedagogical techniques, subject skills, etc.

It is known that the future requires constant research from history teachers and creative thinking, inspiration, initiative. A large part of the teachers of the future history are constantly connected with the latest achievements of pedagogical science, participate in scientific research and experiments, test new science programs, textbooks, actively seek out effective forms

and methods of teaching and educating students. This will undoubtedly contribute to the strengthening of their image, the growth of pedagogical skills, culture and the general worldview, allow them to build their work on a new level and enrich the school practice in general with new educational technologies and innovative developments.

An important role in the professionalism of future history teachers is its orientation in the field of its subject at the methodological, academic and instrumental levels.

In the conditions of introducing innovative approaches to the educational system, the profession of a history teacher cannot be imagined without the introduction of educational technologies into the practice of teaching, among which information and communication is the priority of educational technology.

The teacher of modern history should have the ability to reflect and self-reflect, which contributes to the analysis of educational results, hinders the formation of stereotypes of thinking and behavior.

The historical approach allows us to better understand the development models of the training of Future History Teachers, its current state of affairs and the directions of further improvement.

Education plays an important role in solving this problem. In the field of Education, a person penetrates into the ethnic culture of his people, studies the national identity of the region, and through them the world-wide human culture. The cultural heritage of ethnic groups, Peoples, communities is a teacher who is called upon to attract the future generation of various cultural values, traditions, to be the leader of their ethnic-national culture and the inspirer of the ethnic identity of the child. And the future history teacher plays a special role in this.





Also according to A.A.Gorchakova, in modern conditions, the integration processes of the life of a multinational society are developing, the nation and international relations are developing, active international exchanges are held.

Today, there are almost no mono-ethnic and monocultural States on the world map. Educational institutions are becoming multinational. The number of cities, in conditions of Population migration, multinational communities is growing, there is a mixture of peoples. The multinational, multicultural composition of future history teachers affects the organization of the educational system, the relationship between the participants in the educational process, therefore, the heads of educational institutions should be aware of the peculiarities of their activities in the conditions of the multinational composition of future history teachers.

The Researcher A.I.Gurenko as noted, at the present stage, there is no holistic methodology for teaching future history teachers who know and use the ethnocultural traditions of national minorities in their educational work, and it requires the determination of the teacher's responsibilities in the implementation of teaching and educating children based on ethnicity.

Gurenko, the friendship of peoples is one of the important tasks at all levels of education, including higher education, along with education, religious tolerance, the availability of relevant legal documents that determine the rights and obligations of citizens of the state.

## CONCLUSION

In the place of the conclusion, we can say that in improving the professional training of future history teachers, taking into account the changing social

conditions and general situation in the educational system, it is important to choose the best options for organizing the pedagogical process, to predict its results, to consider the situation in a timely manner, to adapt to modern conditions.

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