



METHODS OF PROFESSIONAL COMPETENCE DEVELOPMENT OF FUTURE HISTORY TEACHERS

Yarmatov Raximboy Baxramovich

D.P.S (Dsc), Associate Professor, Uzbekistan

To`Ychiyeva Dilnoza Ikrom Qizi

Master, Jizzakh State Pedagogial Insititute, Uzbekistan

ABSTRACT: - The article covers the issues of formation and development of professional competence of future history teachers, organization of history lessons in a modern spirit, preserving national traditions and values through the use of professional competence.

KEYWORDS: Competence, communication, professional skill, creativity, ability, information competence, independent quest, innovation.

INTRODUCTION

Uzbekistan, which is going through the stages of its development with advanced steps, is carrying out radical reforms in all spheres today. Along with this, priority tasks were set in the field of Education, Science and culture. In particular, it serves as the main roadmap for "Quality education and promotion of creative abilities " in the International Educational consortium, which was established until 2030[1]. The development of

professional skills and comprehensive competence of pedagogical personnel, especially teachers of the future history, considered the main link of education, is more important than ever before in today's globalisation process. Today's future history teachers are required to embody all aspects of competency and competences and to organize the lessons of history in a modern spirit with the efficient use of innovation while maintaining national traditions and values. When it comes to pedagogical

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personnel in recent years, the terms of competence and competence in them are used a lot. So what do these terms actually mean? Competence is a systematic sum of knowledge, skills, skills in the performance of tasks of a particular type of activity or a specific category. Competence - 1) the presence of knowledge that allows to think correctly about a particular situation, evidence-based opinion, a certain level of the person: 2-) the ability of the teacher to use all opportunities, to themselves and to their work relatively demanding, the school is able to establish family, and community cooperation, is a master of his craft, knows the secrets of the field, is self-developing and full of his abilities and potential pedagogical ability to work[2]. What will be the focus of attention in increasing the professional competence of future history teachers? Here future teachers of history will be able to work tirelessly on themselves, attract all students to the lesson, show their creativity in the educational process, deliver a new description of the subject to each student, for this it will require additional search. Competences are also divided into several types in their place. From the point of view of project activity, M.B.Orazova proposed to divide the competence into the following types:

Cognitive competence: the ability to independently acquire new knowledge and abilities, the application of ideas of independent development;

Information competence: the acquisition of special skills regarding the acquisition, processing and use of necessary information;

Social competence: the ability to understand the social significance of reality, the ability to assume responsibility, the manifestation of personal interest in the connection with the needs of society[3].

According to Shaymardonov, "The formation of sufficient theoretical and practical knowledge in the field of professional competency and skill development of a pedagogue in the field of certain fundamentals of Science, the skills of using advanced pedagogical and information and communication technologies in the educational process, as well as the decision of continuous self-independent professional development motivation are also important factors". From the author's point of view, continuous professional-pedagogical development of the educator orientation is important, through which the educator her/himself determines the purpose, forms, means and individual territory of their professional growth.

From the point of view of H.A.Muslimov and M.B. Urazovas' professional education, the competences divides into the following types:

special competence - to have a sufficiently high level of professional activity, to be able to design further professional development;

social competence - joint professional activity, cooperation, social responsibility for the results of their work;

personal competence - the ability of the individual to reflect independently and independently, to master the means of resisting professional deformities;

individual competence - the ability to independently apply and develop individuality in the profession, professional and personal growth, readiness for independent organization and independent rehabilitation;

core competencies are the cross-cultural and cross-sectoral knowledge, skills, and abilities of an individual that are necessary for adaptation and productive activity[4].

Future history teachers must also increase their level of communicative competence from a professional point of view. First of all, as a result of being able to communicate with students, conduct regular classes with them, take them to practical classes on theoretical lessons, in particular, students can visit historical monuments, ancient and magnificent sites, madrassas and mausoleums. through their vision, their interest in the subject increases, or their respect for our ancient history, increases. In addition to practical lessons, students are required to organize theoretical history topics in an interactive way. This will enable future history teachers to be communicatively competence.

Communicative competence: perfect mastery of the native language and any foreign language and effective use of communication in order to communicate in society;

to be able to express one's opinion clearly and concisely orally and in writing, to ask and answer questions logically and correctly based on the topic, social flexibility, adherence to the culture of communication, teamwork to be able to defend the position of the interlocutor in a respectful manner, to persuade him, to read and use various formulas, models, diagrams, graphs and diagrams in daily activities;

is required to be able to work with documents encountered in daily activities. In organizing and developing communicative competence, future history teachers will be able to participate in excursions to sacred sites, historical cities, scientific councils, group meetings and discussions, various scientific conferences, as well as to take an active part in them.

Communicative competence is the ability to communicate, which has a special appearance in the field of pedagogical

interaction[5]¹. According to N.V. Kuzmina, in order for a teacher to keep pace with the times, his competence should consist of the development component of professional competence in the following five components:

- 1) special and professional competence in the field of teaching;
- 2) methodological competence in the formation of students' knowledge and skills;
- 3) socio-psychological aspects of communication
- 4) differential-psychological competence to motivate students, to manage their abilities and orientations;
- 5) autopsychological competence in assessing their professional and personal qualities[6].

Ye.S.Zairbek distinguishes the following types of methodical competencies:

Targeted competence. The problem of goal setting and goal setting is an integral part of the whole pedagogical activity, the ability to set goals correctly depends on the results of pedagogical work.

Meaningful competence: the requirements for the minimum required training of swimmers within the specified content of technological education in the volume provided for at each stage of general education, the maximum amount of workload that can be determined by the years of study.

Monitoring competence. Assessing the quality of education involves determining the outcome of the learning process. At the same time, quality is not only the normative level at which the effectiveness of education must meet, but also the content, conditions and process that ensure the outcome. Today, the

¹ B.X.Xodjaev. General pedagogical theory and practice. Publishing house "Sano-standard". T.; - 2017. - 339 p.

main directions of educational reform are the organization of education on the basis of modern requirements, the effectiveness of its content through the improvement of national traditions and values, the application of new technological approaches, the rational use of historical values and didactic potential of traditions. In particular, one of the most pressing pedagogical problems in the teaching of history is the creation of technologies for the use of historical sources, along with today's innovations, laws, modern sources, the results achieved. In solving such problems, it is advisable to combine traditional and modern history lessons. It also requires information and communication competence of future history teachers. Because today we live in an information age. The proper use of the media in education increases the quality of education. Information competencies: academic disciplines, educational skills and skills in dealing with information in the environment. Use of modern media and information technologies, as well as the ability to search, analyze and select the necessary information and their processing, storage and transmission. Competence to work with information Use of available sources of information (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.), search for the necessary information in the media, sort, process, transmit, store, be able to secure and use, create a database, select the basics and analyze them[7].

CONCLUSION

In conclusion, it should be noted that future history teachers need to constantly improve their professional, communicative, information competence in the organization of quality lessons. If the quality of education is good, the learner will be perfect.

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