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SPECIFIC FEATURES OF FUTURE HISTORY TEACHERS' PROFESSIONAL COMPETENCE DEVELOPMENT IN THE PROCESS OF INDEPENDENT STUDY

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ABSTRACT

Work in the process of self-study is one of the elements of the system of development of professional competencies of future history teachers. This article discusses the features of the development of professional competencies of future history teachers in the process of independent learning.

KEYWORDS

Modernization, individual characteristics, subjective experience, intellectual potential, independent education, professional qualification, creative potential, professional orientation.

INTRODUCTION

It is necessary to develop a special professional concept aimed at how to distribute social sciences at all stages of the educational system, organize teaching and practical integration. As one of the main strategies

of the New Uzbekistan, it was noted that there is a need to develop and implement the law "On the procedure and principles of teaching social sciences in the continuing education system" [1]. In this direction,

President Sh. Mirziyoyev recommended the creation and implementation of the "Strategy for Humanization of the Continuous Education and Training Sector of the Republic of Uzbekistan in 2022-2030" [3]. The task of "Developing the study and promotion of the history of Uzbekistan" has been defined in the direction "Ensuring spiritual development, radical reform of this industry and bringing it to a new stage" of the Development strategy project of New Uzbekistan for 2022-2026. This demonstrates that it is necessary to pay serious attention to the issues of ensuring integrated quality in history education and further developing the professional competence of future history teachers.

Historical and pedagogical education plays an important role in the formation of a modern person and in the development of ideas about his position within the society. Based on this, the formation and development of competencies is one of the main ideas of modernization of education, it goes beyond traditional ideas about the purpose of modern education as a system for transferring a certain amount of knowledge and developing relevant skills and competencies. At the current stage, professional competencies become an indicator of the new quality of education. Professional competence ensures the personal readiness of future history teachers to effectively mobilize their knowledge, skills and abilities to solve problems that arise in the course of

educational, extracurricular and future professional pedagogical activities.

The transition to the paradigm of competence in education includes the formation of such a specialist who can successfully adapt to constantly changing living conditions, shows independence and creativity, and increases professional skills and competence. Modernization of higher education is related to society's needs for competitive professionals who strive for continuous personal improvement and professional growth.

By the professional competence of a history teacher, we understand the updated set of scientific skills and qualifications, operating in the psychological, pedagogical and historical-methodical fields of knowledge, which ensure the teacher's ability to perform professional activities. The process of forming the professional competences of future history teachers is mainly carried out within the framework of the student's educational activities, during lectures and seminars, the student acquires new knowledge, learns to apply science skills in performing various practical tasks in academic subjects and the development of students' professional competencies is also carried out during pedagogical practice. In the process of independent education, respectively, it allows to establish a relationship between the student's theoretical preparation and practice, that is, by implementing his knowledge, skills and

competences in new conditions and types of activities, which in turn, it helps future history teachers to acquire professional competence effectively. Work in the independent educational process is one of the elements of the system of developing the professional competences of future history teachers, because it has additional reserves that are not fully used in the process of personal and professional formation of future history teachers at the pedagogical university: ensures independent education, novelty of scientific content, flexibility and variability of work forms; develops the possibility of practical application of the knowledge, skills and qualifications acquired in the system of development of professional qualifications of students.

The process of independent education, in turn, creates favorable conditions for the development of the professional competence of the future history teacher. The specific features of the development of professional competences of future history teachers in the process of independent education are as follows:

- Activity in the independent educational process provides an opportunity to satisfy the needs and interests of each student to an extent that cannot be realized within the framework of the educational process;
- Activity in the independent educational process provides an opportunity to practice

the professional competences of the future history teacher;

- Professionalization of activities in the independent education process (vocational direction) helps to expand and deepen the knowledge of students about the characteristics of their future profession, as well as to develop the necessary professional skills and qualifications in the process of their practical application in new activity conditions;
- The use of "Entertainment" technology in the process of organizing and conducting independent educational activities with future history teachers will help to increase their motivation and reveal their creative potential, because creativity is primarily developed by students who are passionate about their work.

Formation and development of professional competencies of the future history teacher is a very complex and step-by-step process that is carried out within the framework of students' academic and extracurricular activities during their studies at the university. A person-oriented approach to the organization of independent educational work of future history teachers includes meeting the educational requirements, interests, and needs of students, creating conditions for the realization of their personal, creative and intellectual potential; determines the development and self-development of

each student, taking into account the individual characteristics, inclinations and interests, opportunities and abilities, value orientations and subjective experience.

Based on the development of the professional competence of future history teachers, they will acquire the following methodological skills:

- Implementation of calendar-thematic planning of educational and extracurricular independent educational activities on history;
- Development of working educational programs, technological maps of the history lesson, control and measurement materials on the subject;
- Use of modern means of evaluation of educational results in history;
- Selection and compilation of historical material for the design of the lesson, adaptation of educational materials according to the established goals, age characteristics, special educational needs;
- Design and implementation of individual educational courses for students of different categories of history;
- Selection and application of pedagogically based technologies and methodologies in teaching history (including information and communication technologies, as well as distance learning technologies);

- Selection of written, visual and material sources to organize students' knowledge activities in history lessons, use of various methods of working with historical sources in the lesson;
- Development of practical tasks for working with a historical map; use of different forms of working with the map: individual, group, collective; updating knowledge about inter-curricular and interdisciplinary relations, geography and other school subjects;
- Choose and implement different methods of studying chronology in history classes (timeline, chronological tables, graphs, etc.);
- Presenting historical material in a figurative, emotional, consistent, evidence-based manner in conveying knowledge about the history of the world and Uzbekistan to the younger generation.

Thus, professional competencies are manifested in the professional, pedagogical and cognitive orientation of the future history teacher, describes his level of professional training, his attitude to work, to himself, and affects the effectiveness of pedagogical activities. On this basis, extracurricular activities on history are an important means of developing the professional competences of the future history teacher, because the unity of education and upbringing, the change and harmonious combination of intellectual and creative,

individual and collective activities of students are ensured in extracurricular activities; conditions are created for understanding and revealing the individuality of students through interaction with subjects of the educational process, development of professional competencies of students; the process of self-education, acquisition of new knowledge, skills and abilities is carried out; the student's needs for self-improvement, self-education and self-awareness develop.

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