

IMPROVING THE DEVELOPMENT OF HISTORICAL THINKING AMONG STUDENTS THROUGH HISTORICAL AND FICTION LITERATURE

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ABSTRACT

This article discusses the improvement of the development of historical thinking in future teachers, through historical and fiction literature, which is the basis of national independence.

Keywords: Development, thinking, improvement, teacher, history, independence, nation.

INTRODUCTION

The large-scale use of pedagogical innovations in the educational process is considered the most important trend of world development. Currently, the most significant is the modernization and reform of the professional education system, which recognizes as a priority the person and his ability to perceive reality holistically, create a picture of the world in unity with many developing phenomena and processes, allowing its subjects to cover problems in a comprehensive way, understanding their connections and interactions.

The development of historical thinking among future teachers, forming the basis of national independence and development, in this turbulent time, when global problems are increasingly deepening, which have a serious impact on the history and fate of mankind, is also determined by very important ideas emphasized by the head of our state: "Over the years of independence, large-scale works have been carried out and consistently continue to restore the ancient history and rich culture of our people, comprehensive in-depth study and promotion of scientific knowledge, religious and spiritual heritage of great scientists and saints, improvement of sacred places of worship, education of the younger generation in the spirit of their good traditions."

In the development of historical thinking in future teachers by means of modernized didactic support as an important factor in ensuring continuity and continuity, as well as intersubject communication, the introduction of a competence-based approach to this process, protection against information attacks that have a negative impact on the historical thinking and worldview of students in the context of globalization, the development of electronic software tools to establish a culture of information consumption in future teachers, effective educational technologies is of great scientific and practical importance, as well as a deep and complete understanding of the national historical heritage by students.

MATERIALS AND METHODS

Compliance of the study with the priority areas of development of science and technology of the republic. This study was carried out in accordance with the priority direction of the development of science and technology of the republic: "Spiritual and moral cultural development of a democratic and legal society, the formation of an innovative economy". Scientific research aimed at the development of historical thinking among students of secondary schools by means of modernized didactic support is carried out in leading scientific

centers and higher educational institutions of the world, including Chikado University (USA), American history association (USA); Institute of the history studies in Oxford (England), Institute named after Frica Bauer (Germany); Nagoya University (Japan), The center of social sciences in Seoul national University, Seoul Cyber University, Institute of Historical Research AJOU University (South Korea); at the Institute of History at the Russian Academy of Sciences. As a result of the world's research on the development of historical thinking of pupils obtained a number of research results, including: integrated technology development historikerinnen free thinking of students (SKD university, American history association); concretized pedagogical system of the development of associative thinking, focused on the perception of the principles and mechanisms of origin of historical reality (Institute of the history studies in Oxford); improved mechanisms for the development of personal qualities and intellectual abilities to work on the development of axiological orientation and historical texts (Institute of the history studies in Cambridge); developed ways to eliminate the difference between the theory and practice of the development of historical thinking based on the situational approach (Institute named after Frica Bauer); identified diagnostic features of the pedagogical approach "Lesson Study", reflecting effective forms of educational actions in the classroom development of creative thinking in students (Nagoya University); the model of "SMARTобразование" providing the highest level of competitive education through the development of the students critical thinking (The center of social sciences in Seoul national university, Seoul Cyber University, Institute of historical research, AJOU university); developed adaptations of educational technology project, assessment and portfolio for the development of historical thinking (Institute of history, RAS).

In the course of the research, such methods were used as comparative study and analysis of political, philosophical, sociological, psychological and pedagogical literature on the topic; study of state standards, curricula, textbooks and school documentation; socio-pedagogical (observation, conversation, questionnaire, questionnaire); pedagogical experiment; monitoring; mathematical and statistical analysis of the results.

RESULTS AND DISCUSSION

The scientific novelty of the study is as follows: the psychological and pedagogical features and factors of the development of historical thinking in future teachers of higher educational institutions are revealed;

psychological and pedagogical conditions for the development of historical thinking in future teachers based on the competence approach (orientation of the educational process to the holistic development of the future teacher's personality in the unity of his cognitive, emotional and behavioral spheres) are substantiated;

the content of education is structured on the basis of the principles of the concept of content generalization and the theory of fundamentalization and professionalization;

modular construction of the content of humanitarian disciplines, which allows to differentiate the educational material at the methodological, theoretical, methodological and practical levels;

the educational process is carried out through its activity organization;

the article presents humanitarian knowledge using the means of rational and imaginative presentation, which is implemented in the form of frames; emotional saturation of students' activities in the development of humanitarian disciplines);

the pedagogical mechanisms of acquiring the culture of information consumption from future teachers as a modernized direction of historical thinking development are improved;

the model of improvement of technologies of development of historical thinking of the future teacher at studying of humanitarian disciplines in educational process of the higher educational institution is developed and approved;

the program and methodological support for improving the technology of development of historical thinking of the future teacher in the study of humanities in the logic of system structuring of the content and activity organization of the educational process is developed

CONCLUSION

The practical results of the study are as follows: the course of the humanities cycle "Fundamentals of the development of historical thinking" was developed and tested, which can be recommended to pedagogical higher educational institutions for designing educational programs of other humanities disciplines based on the principles of content generalization, the theory of fundamentalization and professionalization;

- a set of frame schemes for visual representation of the content of the discipline "Fundamentals of the development of historical thinking" at the university is proposed;

- the educational and software support has been developed, the results of the study can be used in the process of training future teachers in the study of humanities in the context of modernization of the secondary vocational education system.

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