

## HISTORICAL THINKING OF THE FUTURE HISTORY TEACHER AS A FACTOR IN THE FORMATION OF COMPETENCE

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### ABSTRACT

The introduction of a competent approach in the higher education system enables future history teachers to transform knowledge, skills, and methods of practical activity into personal experience and serves to ensure integration between them.

**Keywords:** Competence, knowledge, skill, skill, student, history, thinking.

### INTRODUCTION

Modernization of the content of the development of historical thinking in the future history teacher is the process of choosing the content of education based on modern requirements, creating innovative forms, methods and means of organizing the educational process, introducing new products into the existing didactic parameters, processing, replenishing the identified void, ensuring continuity and continuity. The development of science and technology in modern conditions requires a radical change in the requirements for education and its results, and based on this basis, the present time poses an important task for teachers to create standards of a new generation.

### MATERIALS AND METHODS

If the State educational Standards created so far were based on the system-activity approach, now it is necessary to define the goals of higher educational institutions from the way of mastering the knowledge, skills and abilities of future history teachers to the competencies aimed at self-development, based on the justification of the competence-activity approach. Because the importance of the educational process organized in higher educational institutions consists not only of the development of the needs and abilities of future history teachers, but also of the transfer of information and verbal means, mainly knowledge on academic subjects, the formation of their skills and abilities. The information acquired in such a reproductive way does not provide a sufficient opportunity for the development of the practical experience of future history teachers. As a result, future teachers of history notice such differences as the useless collection of many information, the low efficiency of education and its non-compliance with the real reality. Rather, it seems that the future teachers of history seem to have distanced themselves from real life, as if the goal is to learn only the information that is collected in advance. Thus, the definition of the goal of education limits the activity of future history teachers, as a result of which its conscious and personal and social significance is lost.

The only way out of this problematic situation is to introduce a new, i.e. competent, approach in general secondary education. Of course, the introduction of a competent approach into the system of higher educational institutions implies, first of all, its comprehensive, in scientific terms, in-depth study.

ICT competencies: the ability to help students use ICTs to improve learning performance; the ability to help students master knowledge to solve complex problems that occur in the real world; the ability to help students produce new knowledge that is necessary for the harmonious development and prosperity of society;

competencies related to citizenship: awareness of the importance of reforms implemented in the political, socio-economic, spiritual, educational, cultural spheres, analysis of the national and cultural heritage, the past, present and future of the people in a single rhythm, active participation in public and political life, active participation in projects carried out in mahallas by self-government institutions, social movements, as well as primary organizations;

spiritual and moral competencies: mastering and observing the norms of behavior accepted in society, mastering high spiritual and moral qualities and turning them into a criterion of one's life activity, the ability to fight against spiritual threats, active participation in spiritual propaganda and agitation works.

acmeological competencies: belief in oneself and in what surrounds it, to fully realize one's desires and needs, to determine the opportunities available today and creative development in the future, the ability to change reflection, identification, internalization, one's views, beliefs and attitudes;

axiological competencies: the ability to evaluate an event axiologically, to realize the value of natural and social events, to enjoy, enjoy, feel responsible, the future teacher's awareness of his position and readiness for activities related to certain values, problems that reflect different facets of life, as well as views that express their solution, ideas, teachings, identifying the value of real processes, requirements and needs;

aesthetic competencies: assimilation of the meaning of being in accordance with beauty on the basis of deep experiences, management of one's feelings and passions, excitement for events, joy, anxiety, hatred, artistic and aesthetic reality, features of the spirituality of its society, boundaries, understanding of the place of the process of renewal.

## RESULTS AND DISCUSSION

In order to develop historical thinking, directly related subjects, and identify their competencies, the following components should be designed:

1. Objects of real reality: natural, political, socio-economic, cultural, subject and technique, literary and historical sources, and others. In accordance with the academic disciplines, real objects or events are divided. For example, in ethics, the ethical and moral criteria are greeting, communication ethics, generosity and modesty, the ability to behave at the table, dress, etc.; in the disciplines of history, material and spiritual sources, as well as historical events — archaeological, ethnographic, linguistic, anthropological sources, the first appearance of city-states, the formation of the Uzbek people, etc.; in the subject of the idea of national independence and the foundations of spirituality, types of ideas, sources, forms of ideology — creative and destructive ideas, historical, cultural heritage, spiritual threat, mass media, advertising, etc.
2. General cultural knowledge about the studied reality: concepts, terms, arguments, ideas, hypotheses, rules, laws, theories, opposite approaches of the student form knowledge to a certain object from its relation.
3. General and educational-cognitive skills, methods of qualification and activity. Systematization of general and educational-cognitive skills, methods of qualification and activity increases the ability to specifically define competencies. For example, the elements of logical thinking (the ability to analyze, generalize, etc.) can serve as methods of general activity in the process of mastering the subject of history, analyzing the exact historical reality,

generalizing, comparing and concluding conclusions, which can be defined as a particular competence.

The requirements put forward for the formation of the particular meaning of this competence in the future teacher serve to determine its essence and meaning. For example, the logical analysis of historical reality, in turn, requires a precise definition of "identifying and systematizing the causes of historical reality, factors and consequences".

Thus, the formation of a group of private competencies requires a comprehensive approach to the elements of the competence:

a) the object of real reality; b) the knowledge, skills and qualifications related to this object of knowledge, as well as the social significance of the methods of activity; c) the personal significance of the formation of any competence in future history teachers.

## CONCLUSION

Thus, we come to the following conclusion that the introduction of a competent poddo into the system of the highest standard, first, makes it possible to feel uncomfortable in exaggerating the meaning, ability and new skills, as well as methods that practice on-duty issues in the face of practice, second-in-interval conditions that served in the environment, ensuring the transition to the conditions of the environment that provides confidence in the third, celebrates the behavior of self-development, self-restraint, activity of future sites, in-four-legged, the development of statutory thinking, in due time, sets the condition for the possession of common resources.

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