

The Future is Based on an Integrative Approach Improving the Professional Competence Development Methodology of History Teachers

Sh. S. Boboyorov

Navoi State Pedagogical Institute

Associate Professor of the Department of History, Uzbekistan

Abstract: In this article, the importance of integration in the teaching of history, the development of the professional competence of future history teachers based on the integrative approach, the specific features of the didactic process organized by the teacher in the interdisciplinary teaching of history, and its interdependence, the historical thinking and its role in the formation of specific knowledge, skills, and abilities in students were analyzed.

Key words: teaching of history, integration, innovation, pedagogical skills, interdisciplinarity, professional competence, historical thinking.

Аннотация. В данной статье раскрывается значение интеграции в обучении истории, особенности дидактического процесса, организуемого учителем при междисциплинарном обучении истории, и его роль в формировании у учащихся исторического мышления и специфических знаний, умений навыков и способности.

Ключевые слова: историческое образование, преподавание истории, интеграция, инновации, образовательный кластер, педагогическое мастерство, междисциплинарность, историческое мышление.

Introduction

In the years of independence, objective study of the history of Uzbekistan, giving a true assessment of the ancient and rich history of the Uzbek people became a priority. In the shadow of independence, which made a sharp turn in the life and destiny of the Uzbek people, science, in particular, history, which is the basis of national identity and spiritual growth, developed in its own way. In objective coverage of the history of Uzbekistan, the President of the Republic of Uzbekistan Sh. As stated in M. Mirziyoyev's work "Together we will build a free and prosperous, democratic country of Uzbekistan", "... in-depth study of the world's best practices is one of the important conditions for the implementation of the large-scale tasks ahead of us." we count" [1, 27]. Today, while the processes of integration of the education system are taking place rapidly in all areas, many reforms are being implemented in our country to build a New Uzbekistan and the Third Renaissance. In particular, in the modern education system and its related links. Liberalization of education, adapting it to world education standards, ensuring the harmony of theory and practice, and thereby educating the growing young generation as a mature and well-rounded person in all respects - is becoming the main task of today. Relying on advanced foreign experiences, it is intended to introduce creativity to all aspects of education, including social and humanitarian sciences, and on this basis to improve the knowledge, skills and qualifications of future history teachers. Educating future history teachers based on an integrative approach is a requirement of modern education.

The process of integration (Latin *integratio* - connection, restoration) is the assembly of the previously separated parts and elements of the system into a single whole according to their interdependence and complementarity. By integrating into the pedagogical process, the researchers focus on the aspects of the development process related to the integration of the previously separated parts. they understand

each other. This process can take place both within an already established system and within a new system.

Literature Review

Reforms in the world education system and the formation of a competitive environment in the education market require the organization of the specialist training system based on a competent approach and continuous improvement of the competency requirements set in the educational standards. According to the international experience, there is a special need to improve the professional and methodical competence of pedagogues, including the development of the most optimal methods and effective models of the educational process, the organization and implementation of an innovative educational environment.

Modern requirements for the educational process give us the opportunity to accept the organization and formation of professional competence as a pedagogical process.

This aspect requires the development of professional and methodical competence of future history teachers.

Modernization of educational forms and methods in the organization of the educational process, development of methods and scientific foundations of methodical competence formation, as well as development of a modern methodical system of formation of methodical competence of history teachers and determination of pedagogical conditions for its implementation, educational materials there is a need for content improvement. In order to develop new pedagogical technologies aimed at increasing the effectiveness of the educational process in the training of highly qualified personnel, and to introduce them into the practice of training for professional activities, the future history of educational institutions shows the need to develop the professional and methodical competence of teachers based on an integrative approach.

Today, new directions and first-level issues that need to be researched are clearly defined and defined. In the development strategy of New Uzbekistan for 2022-2026 on the impartial and objective study of historical sciences, the concept of "Development of the science of history until 2030" is used to achieve the goal of "Developing the study and promotion of the history of Uzbekistan" implementation" task is defined [2, 52]. Issues such as preparation of future history teachers for the formation of historical thinking in students based on an integrative approach, methodological preparation work and development of professional competence are mentioned in the works of A. Ismoilov [2], Q. Shonazarov [3], R. Yarmatov [4] and other scientists. passed. Scientific studies on the characteristics and innovative approaches of the history teaching methodology in the schools of our republic are cited in the works of T. Toshpolatov [5], Y. Gafforov [6], S. Toshtemirova [7], Kh. Boymirzayev [8]. . The process of continuous education can solve complex problems only when it follows scientific-pedagogical principles.

The demand for intellectual wealth, high knowledge and potential of the 21st century implies the education of young people who have acquired modern knowledge and skills and are able to take responsibility for the future of the country as a decisive factor of consistent development along the path of development. Development of society and improvement in people's lifestyles cannot be imagined without active integration of education, science and production. If we comment here on the term integration, it is derived from the Latin word "integration" and means the restoration and filling of certain units. In practice, this term refers to processes related to the unification of two or more entities around one goal. The process of integration includes compositional and communicative

components affecting different levels of expansion. In psychological-pedagogical literature, integration is understood as the process of uniting separate elements into a system with the characteristic of integrity through synthesis. The problem of unification of educational content was introduced in pedagogy by Y.A. Komensky, but its systematic study began only in the second half of the 20th century. G.F. Fedores considers the integration of various relations and connections between the components of the pedagogical system. I. D. Zverev takes the entire integrity of the education system as the main sign of integration. The integration of education ensures the creation of fundamentally new educational information with the appropriate content of educational material, educational and methodological support, new technologies. The problem of scientific understanding of integration in education is studied by scientists and practitioners in various fields of knowledge. It is possible to mention the following successful aspects of conducting educational processes of future history teachers on the basis of an integrated approach: - in the educational processes of the integrated approach, the learner imagines nature as a whole, as a whole; - the student's opportunities increase and he learns nature according to his abilities. Through this, he thinks logically and conducts independent observations on existing events, causes and their solutions, as a result of which his communication, comparison, comparison, generalization and conclusion skills, non-standard level of thinking develop; - the level of professional competence of the teacher increases in such educational processes [11, 54].

Research Methodology

Through integration in education, it is possible to teach subjects and interdisciplinary aspects in an integral relationship. This gives students a holistic understanding of the world, the idea that systems are interconnected. In particular, it is clear to all of us that it is possible to develop a child's speech through nature. Natural phenomena, processes taking place in the environment can be explained through poems, stories and plots, which are means of speech development. It forms a strong memory, high imagination, and fluent speech in the child. Researcher B.S.Abdullayeva also divides interdisciplinary communication into the following types: 1) meaningful; 2) operational; 3) methodological; 4) organizational, as B. Abdullayeva pointed out, skills, competencies form the educational process through thinking operations.

There are three levels of integration.

- ✓ within the subject - integration of concepts, knowledge, skills, etc. within individual elements;
- ✓ interdisciplinary - synthesizing facts, concepts, principles, etc. two or more subjects;
- ✓ Transdisciplinary - a synthesis of the components of the main and additional content of education.

What opportunities does integrated education give us? An integrative approach gives us the following opportunities.

- creates the necessary conditions for the formation of a specialist,
- teaches the learner to perceive the world as a whole,
- educates to the level of being able to act actively in the social and professional sphere,
- makes more demands on students to improve the quality of education and motivates the teacher to continuously improve the quality of teaching, the quality of knowledge,
- different disciplines are interconnected. Integration allows teachers and students to be involved in an active co-creative process.

Development of professional methodological competence of future history teachers is also a complex pedagogical system. State educational standards determine the set of qualification requirements for a modern pedagogue. The following are the main requirements that ensure the necessary and sufficient level of preparation of future history teachers for pedagogical activities:

- the teacher's ability to teach and educate students;
- personal qualities that provide a humanitarian factor in the educational process;
- the ability to control and objectively evaluate the knowledge of learners.

Teaching skills are determined by the following requirements:

- professional ability and erudition;
- psychological and pedagogical preparation;
- teaching learners to think independently and acquire new knowledge skills;
- to know the forms and types of educational literature;
- acquisition of new pedagogical and information technologies, the Internet practical skills for working with a global network;
- to know the main forms of professional development of pedagogic personnel;
- to know the methodology of scientific and pedagogical creativity;
- to know the main directions of development of the science and field of pedagogy;
- the skill of using inter-subject communication;
- to know the basics of rhetoric and public speaking.

Improving the quality and efficiency of education, educating talented and capable students, forming their knowledge and skills is the most important task facing teachers. Establishing interdisciplinary communication in education is a vivid expression of the integration processes taking place in the life of science and society today. This connection plays an important role in students' conscious assimilation of knowledge, development of their holistic vision of the world, and improvement of their practical and scientific-methodical preparation. The didactic conditions for the construction of the integrated educational material of historical sciences are as follows: compliance with the goals and principles of the integrative approach; to distinguish didactic, logical, psychological and image-emotional structures in the educational material; orientation to indicators of integration of educational material; helps to solve the triple goal of education, training, development; theoretical and figurative material is optimally connected; combined text and operational material; there are serial connections and interdisciplinary material; has great educational potential; affects the development of all mental processes; contributes to the formation of educational motivation; develops general educational skills, independence and creative abilities of students; arranged logically.

In order to organize the educational process in accordance with the purpose and to increase the effectiveness of the lesson, it is necessary to determine the most important and decisive principles. These principles use the general laws and principles of pedagogy, such as the conformity of education to the requirements of the time, the harmony of objective and subjective processes in the pedagogical

process, the interrelationship of goals, content, methods and tools in education, and the unique nature of history education. should be determined taking into account the characteristics.

Analysis And Results

The integration of educational content in the educational cluster is important to ensure interdisciplinary coherence in history teaching, and to increase the effectiveness of interdisciplinary integration of educational content, the following principles are considered important: the principle of matching the age, psychological characteristics and level of students to the interdisciplinary study of history, coherence and continuity principle, the principle of scientificity and objectivity, the principle of forming a scientific worldview, the principle of historicity, the principle of humanizing history, the principle of separating the most educationally important educational material in the study of history, the principle of building history teaching on a national basis (national orientation) , the principle of a differentiated approach to history education, the principle of the unity of education and upbringing, the principle of the formation of the harmony of national and universal values, the principle of educational, educational, developmental education, the principle of instruction [12, 896].The following didactic requirements are imposed on the lessons conducted on the basis of interdisciplinary study:

1. In order to master a new subject in a lesson studied on the basis of interdisciplinarity, the knowledge acquired from other disciplines should be involved and to acquire the skills to apply them.
2. Ensuring the effectiveness of students' cognitive activities in applying knowledge from other subjects in the lesson studied on the basis of interdisciplinarity. The teacher should not repeat the material of another subject during the lesson. The goal of interdisciplinary communication is to enable students to independently apply their knowledge from different disciplines to solve new questions and problems. For this, at the beginning of the lesson or in the process of explaining new material: first, repetition conversations are held that clarify the knowledge included in the content of other academic subjects, problem situations are created, in which the knowledge acquired from related subjects is required to be applied; secondly, homework assignments, cases, cases, essays, projects aimed at developing creative thinking are given to strengthen the acquired knowledge; thirdly, assignments (on the basis of interest, selection, mandatory) are provided individually, together with collective educational work in the group.
3. In the course of the lesson, it is required to be aimed at explaining the nature and causal relationships of the studied phenomena on the basis of interdisciplinary communication.
4. Subjects of lessons studied on the basis of interdisciplinarity should consist of a worldview based on the interdependence of knowledge from various disciplines, conclusions of a generalized nature. Students can understand the objectivity of such conclusions only when they are convinced of the need to draw knowledge from related disciplines.
5. The lesson conducted on the basis of the application of interdisciplinarity should create a positive impression on the students, and create an interest in them to learn about the differences and connections between the knowledge they have acquired from different disciplines.
6. Learning materials should be summarized on the basis of interdisciplinarity. Therefore, it is appropriate to use various forms of education that provide generalization of the tasks of academic interdisciplinary communication: differential, individual, integrative, combined homework, repetition lessons, traveling lessons, etc.

Conclusion/Recommendations

In conclusion, it can be said that the use of new methods in teaching history in schools increases students' creativity and helps them to form independent thoughts. The interdisciplinary study of history serves to ensure the integrity of students' knowledge, and methodological associations play an important role in the implementation of these works. The main tasks of the methodical association are to control that the knowledge, skills and qualifications of students are within the requirements of the national curriculum, to determine the measures to eliminate the identified deficiencies in their knowledge, and to achieve the effectiveness of education.

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