

PROFESSIONAL TRAINING OF FUTURE HISTORY TEACHERS BASED ON FORSITE TECHNOLOGY

Jumaeva Yulduz Rasulovna

Independent researcher of Chirchik State Pedagogical University

Article Information

Received: Apr 20, 2023

Accepted: May 15, 2023

Published: Jun 07, 2023

Keywords: Foresight technology, preparation for professional activity, professional competence, educational work, pedagogical training, thinking, educational paradigms.

ABSTRACT

in this article, the implementation of the future history teacher in accordance with novel methodological approaches to the organization of pedagogical training, the importance of Forsyth technology in the formation of necessary professional competencies, the creation of highly targeted and valuable conditions, aimed at the high general development of the individual, the comprehensive harmonious development of the individual, the satisfaction of independent educational needs – opinions on the importance of Forsyth technology in the implementation of educational work have been analyzed, and the next feature of training for professional activities based on Forsyth technology is associated with proper professional orientation in education, and the focus is on connecting the initial scientific understanding with the reserve of existing emotional images in students.

Introduction

A fundamental change in the content of pedagogue training in higher education institutions is carried out in accordance with new methodological approaches to the organization of pedagogical training of a graduate of a modern higher education institution in connection with the change of identified educational paradigms. It is necessary to turn to history for a holistic view of the features of professional preparation of the future history teacher based on the technology of foresight. Without identifying a known beginning, the process of development cannot be determined, and the maturity or status of the phenomenon under study cannot be determined. Based on the idea of natural improvement of students, J. J. Russo became the basis for developing the theories of "Free Education" and "Pedocentrism" in pedagogy, that is, the need to follow the wishes and inclinations of students without interfering with their own development. □3□. The Swedish pedagogue I.G.Pestalotssi offered teachers an advanced theory of educational and moral education of students. His innovations are related to the theory of elementary education, and he summarized students'

cognitive activities with psychomotor educational activities □1□. V.A. Sukhomlinsky focused his research on the spiritual problems of educating young people. He developed a new research method in pedagogy - he conducted an experiment characterized by the commonality of three main features: integrity, collective creativity, and continuity. Originated from dialectical-material ideas about the person as a holistic and systematic education □2□.

V. A. Sukhomlinsky proposed the principles of the educational system, such as the harmony of pedagogical effects and the integrity of the everyday life of the school, including the concrete actions of each teacher. His foresight can be classified as pedagogical and management according to the types of activity [2].

V.A. Sukhomlinsky emphasizes that before learning to penetrate deeply into the nature of the cause-and-effect relationships of the phenomena in the world based on this feature, the human student should go through the period of thinking exercises. These exercises reflect the visualization of objects and events, the student sees a vivid image, and then imagines it, creates this image independently in his imagination. Seeing a real object and creating an imaginary image in the imagination - there are no contradictions in the two stages of this thinking activity. Historical images of historical materials are perceived as a fantastic image, thought by the student and created by him as a bright reality [2; p. 245].

L.V. Zankov, as the main features of the foresight, creates highly purposeful and valuable conditions aimed at the high overall development of the individual, the creation of foundations for the comprehensive development of the individual (harmonization of the content) □4□.

The problem of independent, creative, psychomotor training of future history teachers for professional activity based on foresight technology has always been the focus of research in the field of pedagogy and psychology. In the process of preparation for professional activities based on the Forsite technology, the history teacher has to solve problems related to the age and individual characteristics of his students. In the formation of the student's independent educational needs: the progress of independent knowledge - from "students"; the transformative nature of the student's independent activity (observes, compares, groups, classifies, draws conclusions, identifies patterns); intensive independent activities of students associated with the situation of unexpectedness of the assignment, the introduction of the influence of directed research, the mechanism of independent creativity, the emotional distress that passes with the help and encouragement of the teacher; questions encouraging students to think independently, collective research directed by the teacher, who is provided with homework in advance; creation of communicative pedagogical situations in the lesson that allow each student to show initiative, independence, inventiveness in working methods, a prerequisite for a student's independent self-expression creating conditions, environment. In the preparation for professional activity based on the technology of foresight, the future history teacher faces such features that during the student period, independent thinking processes should be as organically connected as possible with the living, bright, expressive objects of the environment.

A student may not first think about cause-and-effect relationships, let him just look at the subject, and some news will be expressed in it. Each student not only perceives independently, but also describes, creates, creates. Seeing the world as a student is a unique artistic creation. The image perceived and created by the student reflects a vivid emotional expression. Another feature that should be taken into account during the implementation of foresight technology in the teaching process is that the characteristics of the student's brain are so subtle that they are so sensitive to the objects of perception that perception, the object of perception is seeing, hearing, touching. They can

be normative works only when there is a possible image.

The transfer of thought, which is considered the essence of thinking, should be only in front of the student, or a visual, real image, or an image expressed in words so vividly expressed that the student feels as if he sees, hears, and feels what is being said. Another feature of professional training of teachers on the basis of foresight technology is related to the correct professional orientation in education, and attention was paid to connecting the initial scientific understanding with the stock of emotional images in students.

In order to form professional competences in the future history teacher, it is necessary to develop his thinking, to strengthen the student's mental powers among historical sources - this is a requirement of the natural laws of the development of the student's organism, therefore, the foresight should also contribute to this. The next important aspect related to the characteristics of the activity of a history teacher is the introduction of the process of knowledge of the environment into the process of preparation for professional activity based on the foresight technology, which is considered a unique emotional stimulation of thought.

This incentive plays a very important role for the student. The general reality of objects and events becomes personal beliefs of students, provided that it is enlivened with vivid images that affect emotions. It is very important for the student to understand the first scientific truths in the world around him, for the source of thought to be the inexhaustible complexity of the phenomena of beauty and historical sources, and for the student to be gradually introduced into the world of social relations and work. At each stage of knowledge, especially in the transition of thought from one stage to another, there is a specific connection between figurative and logical, concrete and abstract, and this requires special methods of organization and emotional experience and its inclusion in the learning material being studied. does. But at all stages of knowledge, there are common features of figurative, clear thinking, because emotional knowledge, changing its form and content, retains its essence. They create a tendency to connect the content of reading with the student's personal experience, his perception of life, significantly increase the activity of independent thoughts, the independence of judgments.

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