

The Problem Of Vocational And Pedagogical Training Of Future History Teachers

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Summary: In this scientific article, the state of professional-pedagogical perception of future history teachers in the educational process, professional-pedagogical perception, its criteria, professional-pedagogical-analytical thinking, perception-analysis, as well as the process of teaching at the University and paying attention to teaching history to students in extracurricular activities, determining the level and objectives of teachers ' appeals to historical works; the results of finding out that they are provided with the necessary literature and methodology, theoretical and practical bases of improving the professional training of students of higher educational institutions are covered

Keywords: professional-pedagogical perception, professional-pedagogical perception, professional-pedagogical-analytical thinking, perception-analysis, extracurricular work, works of history, literature, methodology, professional activity, theoretical, practical.

Introduction

The solution of the problem of independent thinking of young people, having high spiritual and spiritual potential, becoming people who do not loose their peers in any sphere on a global scale, finding content in students logical-independence and active-creative thinking skills, increasing the level of individual professional formation, wide introduction into practice of active factors of Education (conditions, forms, methods and Means), one of the necessary issues is the development of theoretical and practical basis for improving the professional training of students of higher education institutions[3,4,5].

In the educational process, it is important to determine the state of professional and pedagogical perception of Future History Teachers, its level and scope. In this place, the theoretical aspects of this problem were investigated. In future history teachers, the formation of an understanding of historical works, logical analysis, ability to evaluate objects and professional and pedagogical perception remains one of the important tasks of higher education pedagogy. In this context, special attention is paid to the thinking activities of students, in particular, in an independent, confident, creative direction.

At the university, certain works are carried out on professional - pedagogical training of students-future history teachers, including formation of professional-pedagogical perceptions.

History is actively used in the process of teaching Humanities, a network of extracurricular forms of work on different types of history is being developed [1]. Forms, methods and tools of teaching history to students are being identified. Methods of arousing and forming professional and pedagogical interests of students are being sought. Methods of acquisition of knowledge, skills and skills for professional-pedagogical and analytical interpretation of historical works of students are being tested[2].

Material and Methods

In the educational programs on historical Science, Future History teachers are not effective in the variety of features of the studied history and figurative-expressive language, the logic of perception, scientific-professional-pedagogical perception-analysis-evaluation of works.

The way in which students learn historical works as well as use students ' abilities in this process is not enriched with psychological and pedagogical and methodological recommendations. Students tend to develop especially at this age. With the help of creative and analytical thinking of students in a certain psychological situation and pedagogical conditions, the development of any

cognitive activity, first of all, the possibilities of creativity, manifested in science, politics, life of future teachers of history.

In terms of history curricula, Students will get acquainted with the history and theory of this type of history in Uzbekistan, in particular with the ways of "analyzing" the works of artists, the process of professional and pedagogical thinking begins exactly here; they will learn to analyze on the example of the best samples of artist's works. In the process of analysis, students master different techniques of mental activity, then strengthen these skills. But in the vast majority of cases the results of the analysis of historical works are very low, such a situation is caused by the lack of recommendations on the psychology, pedagogy and methodology of this process.

Results

Teachers, their leaders on the work of studying history outside the auditorium will pay attention to methodological recommendations of psychological and pedagogical nature, specific directions on professional and pedagogical perception, instructions on practical organization of this perception, professional and pedagogical perception, its criteria, professional and pedagogical-analytical thinking, perception-analysis, as well as the process of teaching at the University and teaching history to.

Discussion

Teachers are constantly searching for the content, direction, process, form, methods and tools, methods and methods of professional formation in the students[4]. However, this research does not give a positive pedagogical result, since the teachers are not provided with programs of extracurricular work on the study of this type of history of Uzbekistan, their options, in particular, textbooks, manuals, methodological materials on the problem of formation of knowledge, skills and skills necessary for the perception of historical works in students.

Students have the opportunity to study history outside the audience, but at all times they have not been provided with the expected volume of their knowledge and interest in historical genres and genres, history, theory and features of professional and pedagogical values, the practice of ideological-professional-pedagogical analysis of works is not provided.

The interest and relationship of students in history the study is in the following three aspects: consumer (acquaintance with the works of history); education (acquisition of knowledge of historiography); creative (perception-analysis-creative approach to evaluation; personal professional-pedagogical creativity), although it is carried out, the study of the practical state of the problem, the activation of student thinking in the process of perception of the works of artists, has shown that there is a very empty path [7].

Usual disadvantages:

the fact that students do not know the relevance of knowledge; poorly mastered vocational-pedagogical-analytical logic; inability to discuss causal linkages; the predominance of clear thinking in students.

Experienced teachers believe that the educator should know the following:

- first of all, students need a lot of knowledge in the areas of history and young psychology, as well as tolerance, manners and pedagogical skills;

- they take into account the content of educational-practical materials, age and individual-psychological characteristics of students, the perception of historical works in the process of analysis of professional-pedagogical thinking of students, the influence and activity of a qualified psychologist and emphasize the importance of pedagogical guidance;

- at the meeting with the work of history, each student takes into account the preparation, its individual characteristics; they believe that it is important to consider the individual psychological factors of such a person as interest, desire, dignity, ability, observability, sharp perception, independent thinking, analysis, ability to draw conclusions, positive mood, emotions; they recognize that perception is an important factor in the active attitude of the

- meeting with history (historical museums) , historical monuments, perception of works-in the analysis of the students are given specific definitions that determine the ideological-professional-pedagogical opportunities of the work; the sides with functional content are studied;

- it is necessary to cover all the components of the work: the author, the plot, the theme, the visual means, the generalized professional-pedagogical image, its ideological-meaningful content; the artist and his work carry out the perception-analysis on the completed sections of the work and the structure of the perception, such as the attitude to it; students are offered (incomplete) one-stage;

- they bring the ideological and meaningful content of the work to the general understanding of the generalized professional and pedagogical image;

- serious attention will be paid to the methods of summarization;

- the level of professional-pedagogical-analytical thinking is determined by the level of use of knowledge, the use of a certain type of thinking of students, the characteristics of the application of their knowledge, the use of various mental operations of students, the peculiarity of thinking, its form, the level of knowledge according to the professional-pedagogical;

- an independent approach is preferred in the analysis;

- they offer a variety of household tasks: the constructiveness of the work, the characterization of the language, perception, the study of the educational value (aesthetic, spiritual), etc. [7].

Conclusion

Thus, as a result of the study of the state of the problem in pedagogical practice, along with negative cases, an interesting and pedagogical effective form, methods of formation of a professional-pedagogical imagination in students were identified.

As a result of studying the practical state of the problem, some quantitative and qualitative generalizations were made according to the indicators that are important to us (see Table 1 and 2).

The need for leadership is felt in the professional formation of future history teachers, the organization of this process, its improvement.

Table 1

The findings of the study, which will be recorded as a result of the questionnaire and questionnaire survey of prospective teachers on the study of extracurricular history

(Objective: to determine the extent and objectives of teachers ' reference to historical works; to determine if they are provided with the necessary literature and methodology.)

Main questions	%
1. Do you refer to the works of history in your own practice?	78
2. For what purposes do you use the works of history?	
a) visualisation;	25
b) show;	35
s) to learn emotional–impact perception;	5
g) Professional-pedagogical-analytical;	15
d) for other purposes	5
3. Do you have the necessary methodical literature on emotional, professional and pedagogical, Komplex perception of historical works?	5

Despite the fact that 78% of teachers use historical artifacts in their practice, only 5% of students are engaged in professional formation. 15% of teachers pay attention to the issues of emotional perception of historical works, historical works are used mainly for the purpose of visual demonstration, which reduces the status of this type of history and does not provide the necessary professional and personal training of future history teachers.

Thus, the situation of the problem of formation of professional and pedagogical perception in the teachers of the future history, the problem under study, is of great social and pedagogical importance during this period of development, where education is aimed at professional improvement of the personality of students and young people.

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