

## IMPROVING VOCATIONAL TRAINING IN HISTORICAL TERMS

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**ABSTRACT:** This article improves the professional training of history students of the higher education system, organizes the training of independent thinking, the processes of working with historical terms in future history teachers, and improves their professional training.

**KEYWORDS:** History, terms, tasks, methodological guide, analysis, synthesis, independent education.

### INTRODUCTION

Orientation to the formation of professional training of future history teachers is of great importance in their professional training. This direction works in harmony with students' skills and qualifications, such as planning the process of teaching history in general secondary schools, the structure of history curricula, getting to know history teachers on the methodological features of school textbooks on history, mastering the methods of working on educational and methodological literature, normative documents. will go When choosing historical terms, it is necessary to follow the following scientific-pedagogical principles (principles) in order to make them clear and understandable to everyone:

- the formed terms should be unambiguous, as a result of non-observance of this condition, homonyms appear in the language, causing confusion. For example: "operation" - military operation, operation of internal affairs, surgical operation, bank operation.
- only one term should correspond to each scientific concept. Otherwise, synonyms appear in the language, which leads to students' stress in education, because several symbols are encoded in the future teacher's memory (mind, mind) for one concept.

An important pedagogical principle of creating terms follows from the above. That is, the term should create an idea about the concepts while taking into account the features of the Uzbek language, help to understand the essence of the concepts, be as short and concise as possible.

HEGEMONY - (Greek. hegemony - dominance, supremacy) - a political concept that means the dominance and leadership of any political force or social group in society and state management, as well as in international relations.

**DICTATORSHIP** - (lat. dictatorship - unlimited power) - exercise of power by non-democratic methods. Authoritarian political regime. During the Soviet period, I.V. Stalin (1924-1953) established a dictatorial regime

**INVESTMENT** - funds, deposits in banks, shares, securities (stocks, bonds), technologies, machines, equipment, licenses and any other assets that are used to obtain economic results (profit, income) or to achieve a positive social result. Investments are money invested in business objects and other types of activities in order to obtain profit and achieve positive social effects.

**PARLIAMENT** - (fr. parler - to speak, speak) - the name of the highest representative and legislative body in democratic countries. It was first established in England in the 13th century as a representative body of state power, and was established in other countries in the following centuries.

**OMBUDSMAN** – Human Rights Representative.

The word "MAHALLA" comes from the Arabic word "Mahallun" and means a place where people live, a neighborhood, a residential area. Citizens' assembly is a collegial body, which is convened by the chairman (elder) in agreement with the relevant Council of People's Deputies or the mayor, depending on the need. In cases where it is not possible to gather the entire population, the assembly of citizens is held on the basis of the established representative norms.

**COMPETENCE** - knowledge, skills, competence, value, other personal qualities, manifestation of positive results in activity;

**INNOVATION** is the use of a new approach or new technological process to solve a problem

**INCLUSIVE EDUCATION** is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students.

**BACHELOR** - (lat. Baccalaureus) academic degree of students who have completed the first stage of the higher education program.

**IDEALITY** - (Aqida-Arab.-faith, connecting one thing to another) in certain conditions, blindly applying the rules and procedures formed on the basis of firm belief in any idea and its absolutization, without taking into account the conditions, situation, situation.

**Ensembles** - social, administrative, religious, scientific, educational, fortifications that are clearly visible in the historically formed area, have a commonality or connection with the surrounding landscape, have a historical, archaeological, architectural, aesthetic, art or science point of view, or have a socio-cultural value. , palace, residence, trade, production and other important and separate or joint monuments, buildings and groups of structures in connection with painting, sculpture, applied decorative arts, architectural works, as well as the remains of historical sites

and residential buildings, landscape architecture and gardens - works of public art (gardens, parks, avenues, parks);

PLACES OF ATTENTION - areas that are a joint product of human and natural creation, as well as areas with historical, archaeological, urban planning, aesthetic, ethnological or anthropological value, including places of folk crafts, historical settlements or centers of urban development, and historical (including military) events, monuments, buildings related to the lives of famous historical figures, memorial places, natural landscapes, as well as cultural layers, remains of buildings of old cities, towns, settlements, residences, places where rituals are performed;

MONUMENTS - some buildings, buildings and structures of historical, scientific, artistic or special cultural value, works of painting, sculpture, applied decorative arts related to them, as well as historically composed areas of these buildings, buildings and structures, as well as memorial houses, apartments, cemeteries, mausoleums and some tombs, monumental works of art, objects of science and technology (including military equipment), anthropology, ethnography, numismatics, epigraphy, cartography, photographic materials, motion pictures, audio- and video recordings and records on other bodies, literature and art works, archives, manuscripts and drawings, ancient manuscripts, early typescript books, rare and rare editions, musical notes, sacred objects and memorial objects, stone sculptures, cave dwellings, rock carvings, archaeological monuments.

Assignments are evaluated based on the credit module system. Each student organizes active participation in team, group and individual work. For example, discussion of common problems, ways to solve them and the results of tasks performed by students, protection of methods of work performed in small groups and individually was organized. This work made it possible for students to thoroughly prepare for classes, to look with interest at the success of all small groups and each student, to create an environment of cooperation, sympathy, competition, to achieve unity of independent work of students in the classroom and at home in solving tasks.

In the technological approach to improving the professional training of future history teachers in the history classroom, the following are important:

- correct setting of educational goals and their accuracy;
- directing educational goals to educational goals;
- focus on the educational goals and the progress of education on the guaranteed results;
- evaluation of current results, analysis of training aimed at achieving the intended goals;
- final evaluation of the results of education and upbringing (levels of improvement of professional training).

The professional training of future history teachers is a demonstration of the ability to understand and interpret the essence of the learned information, which can serve to transfer information from one form to another, to "turn" it from one "language" to another. It can also serve as an

indicator of professional preparation by the student's interpretation, explanation, summary of educational information or predictions about the future course of things and events.

Future teachers of history make plans-summaries of the structure of lessons on a specific topic from previously developed different types of calendar-topic plan.

Current scientific-research works, literature analysis, as well as experiences of teaching the basics of science show that independent work is mainly spent on acquiring new information, strengthening it, applying it in practice, and repeating it [1].

Successfully solving the problems of developing independent thinking in improving the professional training of future history teachers largely depends on the future history teacher's fuller use of theoretical materials in this field and practical experience accumulated over many years.

The second stage of independent work of future history teachers on the information of history textbooks will consist of reading, analyzing, and thinking about it by the future history teachers after the pedagogue has explained not all, but the most important aspects of the educational information. Such reading requires future teachers of history to be more active, to distinguish independently what the textbook has given in relation to what has been learned and known. In this case, the formation of skills for the development of professional training will create the ability of future history teachers to critically react to the information they read, most importantly, it will develop their professional training in future history teachers from the perspective of comparing their own knowledge and experience, from the point of view of comparison of critical and historical periods [4].

Our multi-faceted research, as well as our many years of experience and testing, have given the following conclusions:

- in independent education, it should correspond to the possibilities of developing the professional training of future history teachers, that is, it should ensure that future history teachers can fulfill them without excessive difficulties;
- it is desirable to get used to regularly conduct independent education in the subject of history;
- preparing future history teachers for independent education in history and specialized subjects: brief, thorough guidance to future history teachers about the goals and tasks of independent work;
- future history teachers are provided with the necessary educational equipment (educational maps, etc.) to carry out independent education in history;
- the pedagogue should directly monitor the process of future history teachers performing independent education in history subjects and provide help only in necessary cases, that is, when future history teachers face difficulties in performing independent education.

Various types of independent work of future history teachers serve as an excellent tool for improving their cognitive activity and professional training. Each type of independent work in its own way helps prospective history teachers demonstrate their professional development.

The goal of independent work on improving professional training is to inculcate the content of new historical concepts being studied into the minds of future history teachers, to reveal its essential features, and to show its connection with the concepts previously known to future history teachers. Such work is carried out at the stage of knowledge consolidation of the lesson, that is, after learning new information.

The purpose of work on improving the skills and qualifications of future history teachers, the skills they acquire during independent work (working on textbooks, opening the dictionary meaning of difficult-to-learn historical terms encountered in the textbook, working with the documents presented in the textbook, various images (illustrations) in the textbook) working with s, working on questions and assignments given in the textbook, etc.) will improve.

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