

## Methodology for forming professional competences of a future history teacher in the process of extra-educational work

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**ABSTRACT:** The main elements that determine the development of modern higher education are state educational standards, which are based on a competency-based approach, which implies the achievement by the subjects of education of general cultural, general professional and professional competencies. The thesis presents the author's position on the concept of "professional competencies" and identifies a set of professional competencies of a history teacher in the field of "Pedagogical activity". The thesis is devoted to the methodology for the formation of students' professional competencies in the process of extracurricular work on the subject, including a set of stages, methods, means and methods of activity aimed at establishing and developing the competencies of future history teachers.

**KEYWORDS:** formation of competencies; training of future teachers; history teachers; extracurricular work; methods of teaching history.

### INTRODUCTION

A modern history teacher should be distinguished by a creative approach to pedagogical activity, deep knowledge in the field of subject and methodological training, an active life position, patriotism, the ability to navigate the avalanche of information flows and information and communication technologies, adapt in the social and professional sphere, the desire for personal and professional growth, therefore, we consider the concept of "professional competencies of a future history teacher" from the standpoint of a systematic approach and define it as an updated system of values, skills and abilities in the psychological-pedagogical and historical-methodological fields of knowledge that can be embodied in the pedagogical activity of a teacher. The list of professional competencies presented in educational standards is very generalized and universal for teachers of all subjects and does not take into account the specifics of both the professional training of a history teacher and the characteristics of his pedagogical activity, and therefore it becomes necessary to identify and justify the list of professional competencies of a future teacher history, taking into account the main professional tasks facing the history teacher, in accordance with federal state educational standards, and the features of teaching the subject "History" at school.

## THE MAIN FINDINGS AND RESULTS

The problem of professional competencies of a teacher is actively studied by scientists today (E. V. Baryshnikova, E. N. Bondarenko, T. A. Zotova, M. N. Karpova, N. M. Mkrtchyan, T. Yu. Mkrtchyan, E. V. Popova, T. V. Richter, M. M. Umarova, S. N. Chistyakova, Sh. I. Sharopov, I. A. Shtobbe, etc.) [3; 4; 5; 6; 7; 8;].

Based on the analysis of scientific literature and their own pedagogical experience, professional competencies in the field of pedagogical activity of a history teacher were identified:

- possession of subject-methodical skills (cartographic, chronological, analytical, methodological, etc.) to ensure the quality of educational work in history;
- the ability and readiness to perceive the socio-psychological characteristics of various groups of students in the process of pedagogical activity;
- the ability to apply historical knowledge in the process of educational work in educational institutions;
- the ability to make a rationally justified choice of a history textbook, critical analysis of textbooks and their use;
- the ability to independently acquire knowledge and skills in the specialty, improve qualifications and the level of professionalism;
- the ability and readiness to use modern information and communication technologies in educational and extracurricular work on history;
- ability and readiness for project activities [1].

The formation of professional competencies of a future history teacher is carried out in the process of both academic and extracurricular (extracurricular) work. Extracurricular work is one of the elements of the system for the formation of students' professional competencies, since it has additional reserves that are not fully used in the process of personal and professional development of future history teachers in a pedagogical university [2].

Under the methodology for the formation of professional competencies, we mean a set of stages, methods, means and ways of a teacher's activities aimed at the formation and development of the competencies of future history teachers, the order of their application and interconnection.

In the process of forming a student's professional competencies in extracurricular work, we distinguish the following stages: motivational, content-activity and result-evaluative.

The presence of a motivational stage involves stimulating and encouraging the student's motivation to master professional competencies in the process of extracurricular work. The main task of this stage is to get acquainted with the system of extracurricular work in history and to maximally encourage the student to practice in extracurricular work, the formation of a motivational and personal component of professional competencies in a future specialist.

The content-activity stage includes the organization of the student's practical activities within the framework of extracurricular work, through which the student realizes the professional competencies necessary for the implementation of pedagogical activities. This stage is characterized by the choice of methods and means for the formation of the student's professional competencies, the performance of various types of extracurricular work.

## CONCLUSION

The purpose of the performance evaluation stage is to conduct diagnostic sections, their analysis and evaluation, comparison of the goals set and the results obtained. The content direction of the third stage implies readiness for independent professional activity and self-development of professional competencies in the learning process and future pedagogical activity.

According to the degree of manifestation of criteria and indicators, we have identified four levels of formation of professional competencies of a future history teacher:

- critical level, which is characterized by a very low level of students' knowledge in the field of vocational training, a complete lack of interest in extracurricular work, underdevelopment of professional competencies;

- reproductive (low) level, which implies the presence of students' general ideas about future pedagogical activity, is characterized by a weakly expressed interest in extracurricular work, fragmentation of knowledge, and a low level of development of professional competencies;

- productive (middle) level, which is characterized by the fact that students are aware of the importance of professional training for their future pedagogical activity, possess professional and pedagogical knowledge, skills and abilities, show interest in certain types and forms of extracurricular work; students have formed professional competencies necessary for pedagogical activity;

- creative (high) level, which is characterized by the fact that knowledge is systemic in nature, the student is aware of a personally significant need for their deepening and creative application in practical activities; this level is characterized by the formation of professional and pedagogical skills, professional competencies, and a pronounced interest in extracurricular work.

Since competences are a set of descriptors in the form of knowledge, skills and practical experience, in order to design a competence-oriented system of professional training of a future teacher, it is necessary to determine the composition of the descriptors of each professional competence identified by the author, which is currently one of the urgent problems of organizing and implementing the learning process. [1].

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