

**DEVELOPMENT OF GENERAL COMPETENCE IN FUTURE HISTORY TEACHERS BASED ON THE KNOWLEDGE OF HISTORICAL IDEALS**

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This article discusses the formation and development of universal competence among future history teachers based on the knowledge of historical ideals, the introduction of new teaching methods into the teaching process, the departure from homogeneity, border patterns, the reformation of established stereotypes, the further increase of students' interest in science, and the formation of historical imagination and historical thinking in them.

**Keywords:** Method, stereotype, competence, thinking, unusual thinking, innovation, integration, Renaissance, information process, creative competence.

**Introduction**

In the development of world science, the issue of developing general cultural competence among future history teachers based on knowledge of historical ideals is being researched as an important pragmatic problem of social sciences. The problem of developing universal competence among future history teachers on the basis of knowledge of historical ideals will be actively researched in the context of social sciences, along with epistemological principles such as mutual trust, compromise, conventionalism, and students in their future pedagogical activity. Studying it on the basis of modern methods of scientific knowledge explains the need to further develop the scope of the object and subject of social-pedagogical, political-philosophical sciences.

The concept of competence entered the field of education as a result of the scientific research of pedagogues and psychologists. From a psychological point of view, competence means "how a specialist behaves in unconventional situations, in unexpected situations, in the performance of uncertain tasks, in the use of information full of contradictions, and the possession of a plan of movement in consistently developing and complex processes."

Future history teachers should pay attention to the following in their professional activities:

- creative approach to professional activity;
- show activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- it should include aspects such as sharing ideas with colleagues about pedagogical achievements.



In teaching history in the world, the development of general cultural competence in future history teachers based on knowledge of historical ideals serves "gradual mastery of students' cultural behavior norms in the society that surrounds them".

Therefore, scientific research is being conducted in advanced scientific research centers of the world.

- structure and features of development of general cultural competence in future history teachers based on knowledge of historical ideals;
- its pedagogical system, the importance of these skills in solving ecological, economic, informational and social problems in the cultural development of peoples;
- increase the general cultural level of the population;
- historical memory and consciousness, loyalty to national and universal values, formation of high spiritual and moral qualities in students;
- innovative approaches to the formation of a general cultural outlook on interethnic harmony, tolerance, and internationalism.

The scientific theoretical foundations of the following problems have been reflected in the research works of the pedagogic scientists of our country A. Abduqadirov, R.H. Jo'rayev, Z.K. Ismoilova, E.R. Yuzlikayeva, M.B. Urazova, K.D. Riskulova: intensification of education in higher education institutions and use of modern pedagogical and information technologies in the educational process; competence of young teachers and didactic requirements; the content of this term, its components, stages of formation; modern approaches to the role of motivation in ensuring educational effectiveness.

Finding new opportunities for harmonizing national and universal interests in the educational process and developing an axiological attitude to historical and spiritual ideals in their implementation creates important theoretical, methodological and practical opportunities. After all, "the unique and unique scientific and spiritual heritage of our great creations should become a vital program in constant motion for us. This immortal heritage should always be with us and always give us strength and inspiration. First of all, we need to imbue the national education system with such a spirit. For this, it is necessary for our scientists and specialists, respected scholars to deliver this spiritual treasure to today's generations in a simple, understandable and attractive form."

The analysis of pedagogical-psychological literature and research made it possible to distinguish different meanings of the concept of "competence". These are the following:

- ability to solve production issues;
- set of personal characteristics, individuality;
- the ability to apply knowledge and skills in specific situations;
- general sum of knowledge, skills and abilities (KSA), abilities, motivation, personality, communicative qualities and other concepts;
- compliance of the employee's behavior standards with the society's requirements;
- a set of requirements imposed by the organization on the employee in order to form the qualitative activity of the subject;
- responsibility and authority for job duties;
- quality training and skills of the employee;



- KSA + important professional qualities, together with the organizational context;
- criteria of efficient production activity;
- deep understanding of professional experience;
- creativity and others.

Today, special attention is paid to the study of the pedagogical heritage of our ancestors. The scientific legacy of our great ancestors in the development of general cultural competence in future history teachers based on knowledge of historical ideals, in this process, many studies were conducted on the development of quality teaching methods of history, and this process is continued today.

In the CIS countries, a lot of research work has been carried out on the development of general cultural competence in future history teachers based on knowledge of historical ideals, and in this process, the effective use of the scientific heritage of scientists and thinkers. In particular, scientists P. Petrov, S.I. Tyulyaev, S.P. Tolstov, K. Pirliev, R.R. Safin, I.F. Kharlamov, I. Shchukin conducted scientific research on the problems of using the works of Eastern thinkers. One of the important components of the general structure of professional competence in pedagogical activities is socio-cultural competence. After all, a modern teacher not only gives knowledge to the student, conveys information, but also plays the role of an intermediary between a developing person and society. The appropriateness of the "child-person-society" interaction depends on how competent and influential the teacher is in social life.

The development of national statehood thinking is considered the main direction of the policy of strengthening our independent statehood, and the scientific study of this process and the drawing of practical conclusions remain one of the urgent issues of the science of philosophy. Therefore, in the analysis of scientific sources on the topic: a) literature on organizational institutional system; b) the results of research on the legal basis; c) sources on the analysis of political factors; g) literature showing the role of the human factor; d) we should categorize and analyze the sources of international relations analysis.

The most important importance of historical and cultural heritage is that it serves to develop information and analytical competence in students. Information-analytical competence of students means the ability to apply existing knowledge, skills and personal experience in the process of analytical-synthetic processing of information of various types and forms in order to acquire qualitatively new knowledge. Also, in turn, information-analytical competence requires methodologically based on an activity-oriented approach. From the perspective of an activity-oriented approach, three components of information-analytical competence can be distinguished: instrumental, practical and independent research.

So, the goal of the competence-based approach is to try to overcome the gap between the theoretical knowledge of the specialist and its practical application, based on the point of view of modern education. Therefore, the modern educational process does not consist in giving students knowledge that is difficult to apply in practice. On the contrary, it should consist of mobilizing this knowledge to solve current professional problems, as well as creating conditions for students to independently solve such problems during the educational process.



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