
**PROBLEMS OF FORMATION OF HISTORICAL THINKING IN A
FUTURE TEACHER OF HISTORY IN THE STUDY
OF HISTORICAL SCIENCES**

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ABSTRACT

The problem of the formation of historical thinking in the theory and practice of training a future history teacher is considered. The essence, functions, and features of the teacher's historical thinking in the study of historical disciplines. Thanks to methodological techniques, special organizational forms of teaching, game modeling and other active methods of teaching history, historical thinking is formed. The author notes that the technology of game modeling fits very organically into the educational process, does not affect the content of training, allows the most effective way to achieve the predicted learning outcomes and reveal the potential of each student.

KEYWORDS: *History, Humanization, Pedagogical Education, Teaching Methods, Historical Thinking, Formation Of Historical Thinking, Methods Of Teaching History, Game Modeling.*

INTRODUCTION

The general professional block is aimed at preparing the future teacher of vocational education to work with people, to perform his main pedagogical functions - education and training, protecting the life and health of students, correcting their development. It includes the disciplines of the psychological and pedagogical cycle (represented by orienting, theoretical and methodological activity modules), including the basics of correctional and special psychology and pedagogy, social pedagogy, theory and methods of teaching the subject of specialization, as well as age anatomy, physiology and hygiene, basics of life safety. At the micro level, the formation of the professional skills of the future teacher is carried out through the inclusion of students in various forms of educational and work activities. Most of the study time allotted by the program is made up of classroom studies, which provide the basis for theoretical education and practical training of students.

In order to form historical thinking among future history teachers when studying the discipline "History of Uzbek Statehood", we analyzed the topics of this discipline with a selection of historical works of relevant topics in order to form their historical thinking based on the analysis of data from historical works. With this we gave a binary lecture. This is one of the forms of innovative higher education, refers to interactive teaching methods, or "team teaching" - team learning. Binary lecture is a special technology of problem presentation of educational material in live dialogical communication between two teachers. In the course of the lecture, real situations of discussion of problematic issues by two specialists are simulated, for example, a theorist and a practitioner, a supporter and an opponent of a particular point of view, etc. At the same time, it is necessary to strive for the dialogue of teachers to demonstrate the culture of joint search for a solution to a problem situation, played out in front of students, with the involvement of future history teachers who ask questions, express their position, form their attitude to the discussed lecture material, demonstrate their emotional response to what is happening [1] The advantage of a binary lecture is to update the knowledge available to future history teachers necessary for

understanding dialogue and participation in it. In the process of a binary lecture, as a rule, one or several problem situations are created, hypotheses are put forward to resolve them, a system of proofs or refutations is deployed, the final version of a joint solution is justified [2] The special task of this type of lecture is to demonstrate the attitude of teachers to the object of statements. Here, the personal qualities of the teacher as a professional in their subject area and as a teacher are manifested more clearly and deeper. Future history teachers get a visual idea of the culture of discussion, the ways of conducting dialogue, joint search and decision-making.

Empathy allows you to reproduce the complex real world to know and understand the structure and cause-and-effect relationships of what is happening, group and interpersonal problems. Simulation is non-deterministic, it assumes freedom in solving problems, statements, behavior, reactions in connection with the set educational task. Role play presupposes the presence of already designated roles, prescribed characters, development of the situation and focuses on the content and emotional side of the task.

Thus, having substantiated the choice of a binary lecture with elements of game modeling, pointing out their specificity and effectiveness in the formation of historical thinking in future history teachers, let us move on to a brief description of its conduct when studying the topic "Alexander the Great. The conquest of Central Asia by the Greco - Macedonians. Alexander the Great. The state system in the management system. Consequences of the campaign of Alexander the Great in Central Asia " One of the teachers, based on historical sources, claims that his personal qualities contributed to the conquest of half the world by Alexander the Great. Another teacher doesn't believe that historical facts, setting and historical events contributed to this. The flow of listeners to the lecture was also divided into two points of view. Dividing the stream into two groups, where each of the groups defers its position on the reasons for the conquest of half the world by Alexander Macdonsky. After the division, each of the teachers applied the "Experts" and "Zigzag" models in their group

The "Experts" and "Zigzag" models are based on one basic principle: the members of a small study group should become experts in their position on the reason for Alexander the Great's conquest of half the world. Within the rest of the groups, each participant receives a certain historical source that needs to be studied, after this personal examination, the participants can take turns to acquaint the group with the results of their work. In the group itself, all the data must be compared, summarized, formulated conclusions (or perform another task of the teacher). The purpose of the working group is to determine a situation in which all its members will be able to master the topic in full [3] Book trailer, a binary lecture, developed with situations of ishre modeling, have shown their effectiveness in studying the topic: "Formation of the colonial system of government of the Russian Empire in Turkestan." For the purpose of a deep understanding of this topic, a book trailer based on the novel by Abdullah Qadiri "The Days Gone" was proposed - it covers one of the most important periods in the history of the Uzbek people - the events of the mid-19th century - and unfolds against a bloody background of the struggle of local rulers for power. When studying the topic: "Uzbekistan as a part of the former Soviet state (Appendix 3. Book trailer based on the novel by Viktor Zemskov" Stalin and the people. Why there was no uprising. ") Foresight technology was used. The need to use this technology in the process of training specialists in higher educational institutions is noted in the Decree of the President of the Republic of Uzbekistan No. UP-5847 dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030", which says: "It is necessary to create in higher educational institutions of techno parks, foresight centers. "It follows from the above that future specialists need to be introduced to this technology and train them on it. In connection with the above, within the framework of our research, it was necessary to develop this technology in relation to future history teachers in order to form their historical thinking.

The term "Foresight" was first used by a British publicist and by the writer Herbert George Wells back in 1932. However, as a science he began to develop in the bowels of the American corporation RAND only in the middle of the century. At first, it was only technological forecasting in the interests of the development of economic sectors, [4]. But gradually Foresight began to spread to the solution of more and more complex problems and in the early 2000s began to be applied to the educational process.

In our study, during the conduct of a special course, we conducted group forms of training containing technological methods of searching for the definition of the characteristics of certain people; the characteristics of their actions and deeds; the attitude of a person to the situation and other people. The concept leads the researcher to search for meanings, i.e. answers to questions. Thus, the proposed lesson-the concept of "historical task" - is a projected collective activity of students aimed at their joint creative activity and communication, during which the self-development of the individual takes place in the educational environment. This educational and learning environment is saturated with iconic and emotional texts, reflections and problematic ideas that guide to solving historic problems in the form of technological maps. The lesson-the concept of "historical task" is an associative space according to Khutor, presented in the form of a scheme-image in the process of collective work in an educational situation. Thus, the pedagogical concept is understood as the creative design of a historical task - in the process of practical actions of students.

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