

Pedagogical Frameworks for The Development of Information and Analytical Competence in Future History Teachers Based on History Education

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Abstract:

In this article, the teaching method of teaching historical sources and manuals, historical and artistic works, history in the development of information and analytical competence of future history teachers and a practical method of teaching history, traveling vertically in history, studying historical history based on seeing, cultivating knowledge, skills and skills, developing the worldview scientific and methodological sources on the problems of teaching history have been analyzed.

Keywords: teaching history, future history teachers, information and analytical competence, history education, historical sources, historical and artistic works, scientific-methodological approach, exhibition education, excursion, expedition, virtual museums, virtual historical travel.

INTRODUCTION

Developing information and analytical competence in future history teachers, applying opportunities for a new technological approach to history education, based on values, traditions, and their didactics the rational use of their capabilities constitutes the main areas of educational reform. In this direction, teaching history is one of the latest developments in today's innovations, changes and laws, modern sources, the results achieved, The creation of pedagogical technologies for the use of historical sources in the row is a mystery of complex pedagogical problems. After all, "when historical knowledge is built on an honest foundation and has a positive impact, the nation, first of all, has a thorough understanding of its historical roots, the processes that have taken place in the past analyzing, drawing the necessary conclusions from them, determining the optimal ways of the next day by understanding the causes and factors that cause realities [5: 12] Jehovah's Witnesses would be pleased to answers with you."[5:12].

World experience shows that one of the main reasons for the rapid growth of some countries is that they correctly organize and implement the upbringing of the nation at the right time. Undoubtedly, there is a similar well-thought-out education system in Uzbekistan. However, the

main content of its implementation is the correctness of all areas of education, primarily history education, including the proper use of our historical heritage through historical knowledge, it requires expanding the system of imagination and concepts of students' socio-economic knowledge.

Literature analysis and methodology (Literature and Methodology/Methods)

From an analysis of scientific and methodological sources on the problems of teaching history, there are different views and approaches to this. For example, A. Sa'diev pays special attention to the mystery of the methods that can be used in history lessons. This idea is A. A. Vagin and P. V. Gora's research has also been advanced, namely, the method of oral explanation, the method of visual teaching, and the method of working with text, P. V. According to Gora's theory, the style of oral teaching is recommended in two types, namely, the style of oral education and the practical methods of teaching [6:17]. It is clear from this that among traditional history teaching methods, the visual teaching style is considered the most popular method after the method of oral teaching. Therefore, the visual teaching style in teaching history is one of the most important tools of teaching, especially teaching history.

This scientific and methodological approach describes the solution to the problem being studied as an important factor in improving the quality and effectiveness of history education. After all, the role of human sensitivity in the process of information and information plays a decisive role. According to an analysis of foreign sources, we use 10% of the information to taste – in the mouth, through the glands, 1.3% – smelling through the nose, 3.5% – body knowledge – skin sensitivity Through , 11% – hearing – through the ear, 83% – vision – through the eyes. There was a saying in the Chinese: "I hear and forget, I see and understand, I will do it and bring it to my memory." This further emphasizes the importance of using the visual possibilities of history education wisely in terms of our research. After all, we understand and master materials through our sensory organs. Based on this evidence, the effectiveness of work can be presented in this way to improve the effectiveness of teaching using historical works in history[7:37-38]. Therefore, historical sources are intended to be used in teaching as a historical national and spiritual value. This factor, in turn, must meet certain pedagogical requirements within the framework of the industry's national educational standards.

Results

Through the visual method of teaching history and the practical method of teaching history, students have a clear and accurate understanding of the past, and they have the necessary practical skills They will be. Exposure to students through hearing, sight and sensory organs helps them to visualize historical events. As a result, their knowledge and skills are deepened and strengthened. Historical materials are built in such a way that the first lesson outlines theoretical materials that are focused on the main state and are compulsory to learn. In the following lessons, students begin to analyze, compare, summarize, and critically evaluate and apply new evidence.

When it comes to developing the information and analytical competence of future history teachers, it is impossible not to refer to historical and artistic works. This idea was made by A. Abraham said: "We are Uzbeks . . . As he notes in the brochure Discussions on the

Fundamentals of Our National Sovereignty, "True, history, relying on sources, explains the past with clear evidence. However, when it comes to shaping the human world, achieving this is more about writer O. [2:8] Jehovah's Witnesses would be pleased to answers with you." [2:8] Therefore, literature cannot be overlooked in the development of the information and analytical competence of future history teachers . (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to reflect on the historical and historical events of the world. Only in accordance with the requirements for a piece of art can tissue images be included. For example, in studying the topic "The Struggle of the People of Central Asia Against Greek-Macedonian Invaders" in history, writer Yavdat Elijah's "Soghdiyona" By getting acquainted with his novel, a student can have a broader understanding of historical events [3:122]. By reading the novel, a student's sense of patriotism will grow again and again based on the depiction of the heroic struggle of Spitamen, a courageous man who fought for the freedom of godly devotion .

Similarly, in the process of studying the "King of Chihuahua" from "History of Uzbekistan," students Timor Malik and Goliath Manguberdi were particularly interested in the courage shown in the fight against the enemy and they're going to learn with it. [1:26-30] The book *Between Grass and Water* , as well as Mirmuhsin's Excerpts from the novel *Timur Malik* are intended to be given as an independent work and to prepare curriculums and presentations by students [4].

From the above points , it can be said that if a student absorbs basic scientific evidence from historical sources and manuals, his nature and significance through artifacts are further, more complete enriches its historical thinking through deep understanding. Because textbooks are written on a specific program, they have little chance of covering the entire detail of historical events. For example, the history of Uzbekistan contains information about the Sarbador Movement, which operated in Samarkand from 1365 to 1366 and demonstrated the patriotic movement. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled *Charitable Planning to Benefit Kingdom Service Worldwide* has been prepared. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. [10].

A comparative study and analysis of information about a particular historical process in which students read and study not only the works of Uzbek but also foreign writers on our national history develops the ability to think informatively and analytically based on it. For example, by reading the novel *Amir Tiberius*, written by Jonah Son, a new Azerbaijani writer dedicated to *Amir Tiberius*, the student's thoughts are not found in other works will be able to get acquainted with historical evidence [9].

Similarly, as students get acquainted with the wars and uprisings waged in medieval countries in the process of studying world history, they think: "Why in the Middle Ages and Have there been so many wars in human history in general?" the question arises. In answering this question, the teacher may use the following train in Oleksii Hoshimov's book *The Book of Mockery* as the answer: " History of Mankind—Wars history . War in fairy tales . War in poems . War in the Books . In movies — war... War of tablets. Civil War. War of countries. World War II. Scientists estimate that over the past six thousand years, there have been 5,700

wars in the Earth's crust. (The quarrel between the tribes in May and May does not take into account this." [8:21] .

As a result of harmonizing a historical concept with a historical event in the teaching of history , students will be able to understand its theoretical essence. The concept awakens the imagination , which allows students to react to events and events and prepares the ground for recording them. In these situations, the process of imagination, understanding the general interactions and relationships of an object and subject, expands. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in English and English and English.

- historical concepts are formed as the basis and source of historical sources. High-quality mastery of history leads to a good knowledge of the sources on a historical topic;

- participation not only in general events in the study and study of historical knowledge, but also in the concepts, examples, evidence, facts, judgments and conclusions of history it's about to do it. This factor will further enrich the student's historical knowledge.

It is good to use group work forms in future history teachers to work with a historical source in organizing independent work on the development of information and analytical competence. It is known that when you teach others, you learn everything yourself more easily. The strategy of teaching each other is based on this, it allows all students to be in the teacher's place and direct others to work on a historical resource developed for the purposes of this purpose. When axboriy works with text, it works well to use this strategy.

Organization of independent educational activities on the development of information and analytical competence: work to help students perceive a much more delicate movement of an idea that is unlikely to be observed by them; encourage high-order thinking at all stages of work sh; It is important to serve as the basis for discussion or written work, that is, to prevent a student from getting wrapped in his or her crust . To do this , it is desirable to use the Teaching Guide strategy. Such developments help students to direct their research activities even in the absence of a teacher—let's say, when they are entrusted with reading the text independently.

Discussion (Obsujdenie/Discussion)

One of the most important tasks envisaged in teaching is to develop, train, educate, develop an individual, and grow the rich experience accumulated by mankind to deliver to the next generation. The importance of studying the science of history in accomplishing this task is insignificant, and today there is a deep study of world history, changing attitudes toward national history, and ideologizing it preservation remains one of the most important tasks. Today, the use of various methods to study the science of history, resources, archaeological research, and the study of digital history are based on modeling history in the field of information technology Vertical travel to history, studying on the basis of verticalism, is also the basis for the development of a historical worldview. One of the most important tasks is to travel vertically in history, to study based on seeing historical history, to cultivate knowledge and skills, and to shape the worldview it remains. The importance of studying the history and culture of a country can be summed up by the great poet Al-Beroea. "The Father cannot be understood without learning the land," he said. (Galatians 5:22, 23) Therefore, everyone's heart should first and foremost

develop a sense of patriotism, respect for the land and its past. This feeling is undoubtedly formed by having a full picture, knowledge, from the past and history.

The most effective way to teach prospective professionals a new perspective, thinking, and attitude is to change their way of thinking and their worldview. The attitude of a changed cadre toward work and changing the system will also be strong. A special way of thinking, practical experience and desire to change the system along with strong knowledge will be necessary. (Matthew 24:14; 28:19, 20) Therefore, when updating the generation of personnel in our country today is an important task, the tasks of changing their thinking and worldview should be considered a priority. It is important to test in practice any factors that change the way future staff think, their worldview, to experiment in the pedagogical process, and to clear education from templates he's a skilled crafts.

In improving the efficiency of the development of information and analytical competence in future history teachers, the following educational, educational, and developmental tasks can be achieved:

- educating history – students understand and evaluate events of the past and present in a connected way, think creatively, seek scientific objectivity, across the country and develop the ability to analyze historical works, historical history around the world, and seek to draw personal conclusions based on an independent study of historical sources;
- developing the ability of students to understand the problems of history, studying history in higher education, developing the competence of students to give spiritual recognition to historical events and individuals;
- Promoting and proud of the cultural treasures of Uzbekistan, the socio-religious traditions of our people, historical and cultural monuments, actively participating in the conservation of ancient monuments educating veterans;
- who know the history of different countries and peoples, who respect the culture of other nations, who understand the progressive importance of the cultural interaction and interaction of peoples educating evangelical neutrals to holders of a culture of interethnic treatment, and so on.

Conclusion (Zaklyuchenie/Conclusion)

Today, teaching young people how to properly and efficiently use modern equipment and how to benefit from them to the maximum, while correctly interpreting the concepts of reality and virtuality doing so is one of the most important issues.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. increases the possibility of cultivating a historical world and gaining knowledge of historical truths. In this context, vertical travel to history in the development of information-analytical thinking in future history teachers, virtual museums in various information technology, historical sites, Traveling by modeling processes, periods is of great importance. In this process, the efficiency of virtual historical museums is high. Museums are a source of moral and ethical education and are the center for the development of scientific, historical, and cultural values to the younger generation through a collection of material and spiritual objects.

The current state and problems of the pedagogical process aimed at organizing virtual historical trips in the development of information and analytical competence in future history teachers include:

First, a higher education institution develops a practice of linking its activities beyond education and education to organizing vertical historical trips in organizing pedagogical practices required. This requires promoting cultural and entertainment projects while trying to improve the quality of education in the pedagogical process. Higher education is actually a division that allows students to prepare themselves for life and to test themselves in various fields and demonstrate their inner abilities. The educational institution should teach students over the years, improve their knowledge, direct them to various activities, and help them achieve their wishes. Today, however, Uzbekistan's higher education system works for a very narrow purpose. It tries to educate students by remembering a particular database, disciplined and obediently. That's why graduates of higher education are creative, flexible in the situation, innovative thinkers, information-analytical competence. It can't be. They can be the right, accurate and timely assistant to the assignment, but innovators do not come out of them. (Matthew 24:14; 28:19, 20) Therefore, based on today's requirements, the role of organizing vertical historical trips is high in educating prospective teachers as novice individuals. Because vertical historical trips give a strong impetus to reinventing a student, to self-awareness. At the same time, it develops an appetite for tourist activities.

The habit of traveling in the Uzbek people is not very high. This can be based on the fact that until recently, such habits had not been developed, even though the material well-being of most people was not very good. The Uzbek people can spend all their resources and resources on weddings, on building a modern house, but at the next level of seeing the world, visiting, visiting as a job. Introducing future history teachers who think with such a worldview to a global cultural environment to lead them to a new life, a way of thinking, and a way of life, Making it possible for travelers to know other people's way of life, their vision of life, is one of the most important tasks on the road to creating a new society.

Second, often assess vertical museums and their pedagogical capabilities as the most effective way to direct students to vertical historical trips. However, the use of vertical museums in higher education or the organization of trips to vertical museums has not been nearly launched. Future history teachers will be formed in the practice of organizing virtual historical trips or other learning processes. Museum activities related to history, nature, or technology existing in Uzbekistan are naturally linked to the activities of any higher education institution. Therefore, it is required to organize vertical historical trips. Therefore, museum pedagogy should be used in the hierarchy of a scholar and artist.

Third, it is necessary to develop mechanisms for using a new methodology for providing a student with knowledge in the higher education system. As a passive listener, they are not only connected to reading, learning, textbooks and publications, but also real-life situations, changes and shortcomings in the field, It is highly effective to introduce the aspects that need to be in innovation, to allow you to see. Because linking practice with science is one of the most pressing problems of our day. For this, museum pedagogy is important. Because vertical museums are a division that allows you to show, see, understand, and feel the genetics, trends and prospects of a particular area is calculated.

In a nutshell, the objectives and objectives of future history teachers to develop their information and analytical competence, the content of teaching, and the ability of students to know in accordance with the expected outcome Design and planning guarantees the methodological effectiveness of this process.

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