

Modellierung der selbstforschungsaktivität des zukünftigen geschichtslehrers im prozess der arbeit zum künstlerisch-historischen werk

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Anmerkung: Der Autor in diesem Beitrag zeigt die Struktur der historischen Denkbildung eines angehenden Geschichtslehrers im Studium historischer Disziplinen auf Basis eines kompetenten Ansatzes auf. Es wird das Problem der Bildung historischen Denkens in Theorie und Praxis der Ausbildung eines angehenden Geschichtslehrers betrachtet. Wesen, Funktionen, Merkmale des historischen Denkens des Lehrers im Studium der historischen Disziplinen. Dank methodischer Techniken, besonderer Organisationsformen des Unterrichts, Spielmodellen und anderen aktiven Methoden des Geschichtsunterrichts wird historisches Denken geformt. Der Autor stellte fest, dass sich die Technologie der Spielmodellierung sehr organisch in den Bildungsprozess einfügt, den Schulungsinhalt nicht beeinflusst, es Ihnen ermöglicht, am effektivsten vorhersehbare Lernergebnisse zu erzielen und die potenziellen Fähigkeiten jedes Schülers aufzuzeigen. Das Programm des Sonderkurses "Geschichte in der Fiktion" sieht die Absicherung der eigenständigen Forschungstätigkeit des angehenden Geschichtslehrers im Zuge der Bearbeitung eines fiktional-historischen Werkes in Form von Projekten vor.

Schlüsselwörter: angehender Geschichtslehrer, Humanisierung der pädagogischen Ausbildung, Lehrmethoden, historisches Denken, historische Denkbildung, Methoden des Geschichtsunterrichts, Spielmodellierung.

Modeling the self-research activity of the future teacher of history in the process of work on artistic-historical work

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Annotation: The author in this article reveals the structure of the formation of historical thinking in a future history teacher in the study of historical disciplines on the basis of a competent approach. The problem of the formation of historical thinking in the theory and practice of training a future history teacher is considered. Essence, functions, features of the historical thinking of the teacher in the study of historical disciplines. Thanks to methodological techniques, special organizational forms of teaching, game modelling and other active methods of teaching history, historical thinking is formed. The author noted that the technology of game modelling fits very organically into the educational process, does not affect the content of training, allows you to most effectively achieve predictable learning outcomes and reveal the potential capabilities of each student. The program of the special course "History in fiction" provides for the protection of independent research activities at the future history teacher in the course of working on a fictional-historical work in the form of projects.

Key words: future history teacher, humanization of pedagogical education, teaching methods, historical thinking, the formation of historical thinking, methods of teaching history, game modelling

The special discipline for preparing for the pedagogical process of the formation of historical thinking has the following possibilities: to expand the tasks of the special course, while focusing on the alleged artistic historical works through the mastery of future teachers of the skills of historical thinking, motivational and reflective. It seemed to us necessary to expand the content of the historical special course with knowledge and skills in analyzing the historical route, passing it taking into account the maximum personal realization, the opportunity to show our creative abilities, individuality.

Let's outline the main ideas and approaches to teaching a special course. The study of the special course "History in Fiction" "aims to help develop the historical thinking of future teachers on the basis of materials of historical works of art, to form a culture of work with historical fiction, discussion, search and processing of information. This discipline includes lectures, seminars and practical classes (problem seminar, workshop, lesson-consultation on solving historical problems by future history teachers, seminar-discussion, positional play, etc.), independent research work on individual technology - "design". ("See Appendix 4")

From the point of view of V.I. Panova: "It is not only the material that is important, but also the form in which it is given" [1] Following the scientist's thoughts, we have chosen an unconventional form - the lesson-concept "historical task". "Conceptus" (judgment, concept, idea of the subject). M.V. Pimenova explored different definitions of the concept [2]. This is a general idea of the subject (A.D. Vasiliev); it is "the idea of a fragment of the world" (ZD Popova); this concept (ND Arutyunova, VI Dal); a concept is an image, idea, symbol, complicated by the signs of an individual representation; it is a unit of thought (mental education). And more definitions: a concept is a concept - this is the entire potential of the meaning of a word, which includes, in addition to the main meaning, a complex of associative increments that are realized in speech with a certain set of words in the context "

It should be noted that for the first time a concept lesson was presented by M.N. Akhmetova [3]. ... The general idea, the semantic core was the idea of the author of the concept - the student (in accordance with the topic of his research). The concept defined:

- 1) the topic, its significance, relevance and philosophical foundations;
- 2) the problem, basic ideas and concepts were named. The thoughts of scientists, the "findings" of practicing teachers were formulated;
- 3) the drawing, theses, symbols represented the "image of the theme", the questions of studying the problem were raised;
- 4) prognostic statements were presented, as well as technological solutions. A result was outlined to which one should strive. [4]

Then the lesson-concept form was used in the dissertation research of M.B. Urazova. "Improving the technology of training future teachers of vocational

education for design activities [5] in order to develop the ability of future teachers to competently solve educational and pedagogical problems.

The peculiarity of the group form of teaching the lesson-concept "historical tasks" is that the emphasis is on the content aspect of collective work. The collective work of students contains three factors according to Ruth Cohn: "I" (each person involved), "We" (group), "Topic" (general teaching material). These three points of collective work are equivalent, thus, each person's involvement in the group and ideas, group orientations to the personality of each is created. [6] The better the participants understand themselves and others, the more efficiently there is an exchange of points of view, a comparison of ideas. Trust in a relationship only brings the group together. The moment the other participants identify their own problem and difficulties leads to the disappearance of the feeling of isolation and becomes the basis for mutually enriching actions, but for this it is necessary to go through the following stages.

I. The stage of problematization (immersion) Objectives: to create a problematic, non-directive environment conducive to an independent search for a solution to the problem posed by the teacher; through the formulation of a creative task to excite the interaction of intellectual, volitional and emotional functions; to develop the ability for associative thinking and the connection of opposing ideas from different areas of experience; stimulate further work in the group.

II. The stage of motivation in the development of historical thinking. Objectives: to promote the activation of group members, the emergence of cohesion; train in the ability to listen, hear ", memorize and reproduce information, stimulate discernment, attentiveness and flexibility of perception in relation to the " other ", without stereotypes and prejudices; - to consolidate the skills of a dialogue style of communication and communication skills in practice, to develop empathic abilities; to develop historical thinking in the process of studying an artistic work

The content of the activities of the subjects of the educational process (teacher and students):

This stage involves the intensive involvement of students in situations of game modeling and social interaction in a history lesson. The method of game modeling in history lessons is a basic method that contributes to the development of the ability to solve historical problems. The use of game teaching methods in the classroom maintains a keen interest among students. For this purpose, apply three main blocks of active group sources: discussion methods (group, intergroup discussion, etc.); game methods (didactic games, role-playing, business games, brainstorming, association method, etc.); Sensitive Orientation Training Understanding, Tolerance, Interpersonal Sensitivity And Empathy Interaction).

III. Reflexive stage Objectives: to develop skills of introspection, to help overcome internal barriers, fear and insecurity in front of other people; develop mobility of thinking and independence, pay attention to the personal diversity presented in the group; to develop creativity and skills of expressive self-expression according to the read work

The content of the activities of the subjects of the educational process (teacher and students): It involves the establishment of feedback to identify the educational performance of the educational process and the satisfaction of the participants in the learning process - students. This stage makes it possible not only to reflect on one's own activities, reading competence, but also new opportunities for making professional decisions. In the course of feedback, there is an awareness of how students perceive and understand each other, a mutual image is carried out, the content of which is the subjective reproduction of the inner world of the interaction partner, an attempt to explain it and their motives of behavior.

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