

FORMATION OF KEY COMPETENCIES IN HISTORY LESSONS

Ravshanov Jamshid Fayzullayevich

Applicant for the Chirchik state pedagogical Institute of Tashkent region

j.ravshanov@cspi.uz, +99897-263-32-52

Abstract

This article examines the issues of competence, the importance of key competencies, the study and systematization of methods, methods and means of forming general competencies in the process of teaching history.

Keywords. Competence, method, competence, training, concepts, education system, methodology, formation, history lessons

As we know, the forms of education are not something immutable. In addition to the development of educational institutions, changes in the task of the content of training, the forms of organization of training also change. At this time, we are dealing with a unified pedagogical practice, on the contrary, the present stage of the development of education is characterized by a significant update of the content and teaching methods, and the standardization of education. The share of creative work in professional activities is significantly increasing and the number of teachers involved in the design of educational material and the educational process is increasing.

The Regulation "On Approval of State Educational Standards for General Secondary and Secondary Specialized, Professional Education", approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017, marks the stages of studying history in secondary and secondary specialized, vocational educational institutions, the goals and objectives of teaching the subject, qualification requirements for graduates of general secondary and secondary specialized, vocational education. This Regulation indicates as the main goal of teaching history in general and secondary special, professional educational institutions to form students' historical consciousness and historical thinking, to instill in students a sense of respect for the history and modernity of the peoples of the world and our multinational peoples, national and universal values, explain to students that the history of our statehood is an integral part of world civilization. The competence is also determined by the ability to work with historical sources and literature in order to be able to explain the content of historical toponymic terms, which are important for describing historical realities from the earliest times to the present day. This time of education provides for the transition to educational standards of a new generation.

The concepts of "competence-based approach" and "key competencies" have recently become widespread in connection with discussions about the problems and ways of modernizing public education. The appeal to these concepts is associated with the desire to determine the necessary changes in education. The competence-based approach is a set of general and recognized principles for determining the goals of education, selecting the content of education, organizing the educational process and assessing educational outcomes. These principles include the following:

- the meaning of education is to develop students' ability to independently solve problems in different spheres and types of activity based on the use of social experience, an element of which is the students' own experience.
- the content of education is a didactically adapted social experience of solving cognitive, worldview, moral and other problems.

- the meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational, moral problems that make up the content of education.
- the assessment of educational results is based on an analysis of the levels of education achieved by students at a certain stage of training.

Improvement of education has always been carried out. An important change in society that affects the situation in the field of education is the acceleration of the pace of development of society. As a result, an educational institution must prepare its students for a life that the school itself knows little about.

The concept of "good employee" includes the qualities of a good specialist who has a certain special, professional training. But a good employee is a person who can work in a team, can make independent decisions, proactive, capable of innovations, thinking creatively.

Another change in society, which also significantly affects the nature of social requirements for the education system, is the development of informatization processes. One of the consequences of the development of these processes is the creation of conditions for unlimited access to information. And also in the conditions of unlimited access to information, those who are able to quickly find the necessary information and use it to solve their problems will win.

A competency-based approach to defining the goals of education makes it possible to reconcile the expectations of teachers and students. Determining the goals of education from the standpoint of a competence-based approach means describing the opportunities that schoolchildren can acquire as a result of educational activities.

A history teacher should prepare students for the need to master a large amount of historical material, know the conceptual apparatus, be able to critically analyze historical documents, formulate their judgment about the most important historical events, and know the historiography of the issue.

The content of training includes only the knowledge that is necessary for the formation of competencies. At the same time, students should, if necessary, be able to quickly and accurately use these sources of information to resolve certain problems.

From the beginning it is necessary to find an answer to the question: what will the introduction of the competence-based approach to the education system give, what are the "pros" and "cons" of its implementation? An undoubted advantage is that the introduction of a competence-based approach into the education system will allow to a large extent to implement personality-oriented, activity-oriented and practice-oriented approaches in the educational process, since the allocation of competencies in the content of curricula determines the guidelines in the selection of those knowledge and skills that are most significant for the formation of value orientations, will be in demand in the life of the student himself. In this process, the implementation of a competency-based approach can be considered as an important tool for unloading content, selection of relevant knowledge and skills.

Key competencies are formed in the experience of their own activities, therefore, the educational environment should be built in such a way that the student finds himself in situations that contribute to their formation. The most successful means, an assistant in this process, is the research method of teaching. That is, when preparing any project, the student needs to learn how to make decisions, set a goal and determine the direction of his actions and deeds (value-semantic competence); work in a team, accept and understand the point of view of another student (general cultural competence); independently find the information necessary for work, draw up a plan, evaluate and analyze, draw conclusions and learn from one's own mistakes and the mistakes of comrades (educational and

cognitive competence); in addition, the student has to master modern media and information technologies (information competence); learn to represent yourself and your work, defend your personal point of view, conduct a discussion, persuade, ask questions (communicative competence); the student, performing work on his own project, learns to be a person, realizing the need and significance of the work that he performs (social and labor competence, and the competence of personal self-improvement).

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