

CONTINUOUS PROFESSIONAL DEVELOPMENT OF HISTORY TEACHERS USING OF INTEGRATED APPROACH

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ABSTRACT

In this article, the perspectives of socio-political development are of theoretical and methodological importance, and the integrative approach in researching the professional growth of teachers in continuous professional development is becoming an urgent task. The idea of interdisciplinary relations is based on the requirements of the content of educational resources, and the goal of forming qualified specialist personnel who can meet the requirements of tomorrow's perspective, showing creative activity.

Keywords: Integration, competence development, professional development, integrative, multimedia, interactive methods, modeling, competence.

INTRODUCTION

In the world science and socio-historical development, the interrelationship of sciences has been raised as an urgent issue, and this urgency has become a productive force in society and an important social institution.

The integrative approach in pedagogical researches related to the provision of interdisciplinarity means taking into account, relying on, combining and developing competencies of knowledge, skills, skills and experiences from different disciplines. "Integration" as an educational goal aims to provide the student with knowledge that reflects the connection of individual parts of the world as a system, to imagine the world as a single interconnected whole.

In the educational process, teachers do not see the intersubjectivity of history in the teaching methodology, without which it is impossible to understand and fully study the essence of many phenomena of nature and society. The very concept of "integration" is widely used in the development of modern society. Integration processes can occur within already established systems - in this case, they lead to an increase in its integrity and organizational level, as well as the emergence of a new system from previously unrelated elements.

Perspectives of socio-political development, socialization and culturalization of young people, understanding of national cultural traditions, values are of theoretical and methodological importance and develop the professional growth of teachers in continuous professional development.

The main goal of the reforms implemented in the fields of education is to teach history at all stages of the continuous education system, how to distribute them, organize the integration of teaching and practice, socio-economic, etc. based on national and universal values. The development of a special concept aimed at finding a solution to socio-political, educational and educational problems is becoming a necessary need.

The reforms carried out in the field of preschool and school education are a priority aimed at training comprehensive scientific and pedagogical personnel in accordance with the Law of the Republic of Uzbekistan on September 23, 2020 "On Education" and the content of the "National Curriculum" focused on directions.

It was noted that there is a need to develop the Law "On the procedure and principles of teaching social sciences in the continuing education system" and to put it into practice. In this direction, the President of the Republic of Uzbekistan Sh. Mirziyoyev recommended the creation and implementation of the "Strategy of Humanization of the Continuous Education and Training Sector of the Republic of Uzbekistan in 2022-2030".

ANALYZE THE LITERATURE

Through the system of continuous professional development, the improvement of the qualifications of history teachers and the mechanism of increasing their level of professional competence and improving their professional skills. is based on riding. Teaching subjects on the basis of the national curriculum at all stages of the continuous education system requires great skill from pedagogues, which in turn encourages the development of creative-research, practical activity experience of teachers and the level of creativity competence in professional development courses.

In continuous professional development, there is a reason to conduct research on the improvement of the mechanisms of application of interactive educational technologies and strategies to the educational process.

Pedagogical scientists K.Yoldoshev, S.Matchonov, M.Mirkosimova, R.A. Mavlyanova, D.Sharipova, O.Musurmonova, M.Kuronov, B.Abdullaeva, S. Nishonova, U.Mahkamov, E.Turdikulov, R.Safarova, B.Adizov, A.Choriev, Sh. Mardonov, Sh.Shodmonova, O.Davlatov, A.Ismoilov, Q.Shonazarov, R.Yarmatov, paid special attention to revealing the specific aspects of the development of the student's thinking, spiritual-ethical, creative, artistic, innovative thinking.

Necessity of interdisciplinary relations in the countries of the Commonwealth of Independent States (CIS) scientists such as V.F.Odoevsky, K.D.Ushinsky, P.G.Kulagin, O.I.Bakhtina, N.I.Vorzheykina, N.I.Zaporoghes, A.G.Koloskov, A.A.Vagin, Ye.F.Golovkina introduction of interdisciplinary, integrated forms and methods of education in the teaching of history in the research works and manuals of described the importance of communication between

disciplines, the ways of its implementation, in their scientific works In the 50s of the last century.

Complex subjects were created to ensure the integrity of some pedagogical knowledge abroad and in our country. Thus, a comprehensive course of "Social Sciences" (including elements of history, law, geography and civic studies) appeared in the USA.

There was an attempt to create a comprehensive course "Culture" in Poland. For example, integrated subjects are mainly introduced in the education system of Great Britain, integrated subjects or separate subjects in Korea and Switzerland, integrated subjects in Australia, separate subjects in Japan, Northern Ireland, Wales, Hong Kong and Germany, and culture in Hungary. educational subjects in the field of science, human and nature integrative sciences, separate educational subjects in the Netherlands, in the Institute of History of the Russian Academy of Sciences, in Ireland, all academic subjects are taught in the form of blocks such as Science and Technology. We are taking the first steps in this area.

RESULTS

In the teaching of history sciences, a mechanism for increasing the level of competence and improving the professional skills of teachers through the special electronic platform "Continuous Professional Education" covering the process of lifelong growth of personal professional potential in accordance with individual and community needs is considered.

Perspectives of socio-political development, understanding the essence of many phenomena of

nature and society, socialization and culturalization of young people determine the future of the country, preservation of national cultural traditions, values and its development has theoretical and methodological significance, making the research of personal and professional growth of civilized youth an urgent task.

Continuing professional development of history teachers based on an integrated approach and increasing the level of competence through the special electronic platform "Continuous Professional Education", which covers the process of lifelong growth of the personal professional potential of history teachers in accordance with the needs of individuals and society. mechanism for improving the methodology is considered.

In this regard, the improvement of the methods of teaching history, the introduction of distance and other types of professional training, conducted together with the work process, as well as the traditional training of students in the system of continuous professional development, the interaction of educational institutions It is based on the integration of educational types based on equal cooperation and ensuring inter-disciplinary, integrated courses and inter-departmental coherence.

History teachers further develop their competence in the course of professional development courses, based on the unique methods of creating multimedia applications, working with

tables, diagrams, maps, illustrations, in the integrated subject of teaching history based on the national curriculum.

As a result of the creative research of the teacher, the connection between the study of history and life together with the students on the basis of unique methods during the lessons leads to an increase in the level of knowledge of the students.

Based on the requirements for the level of general knowledge and professional training of history teachers on the basis of continuous professional development course, abandoning the methods of oral teaching of history, teaching history on the basis of integrated education. focusing on teaching, teaching multimedia tools and independent work based on information technologies, organizing specialized and general professional subjects in training courses in harmony with each other is the most effective mechanism, in which the professional development of teachers enhances their creative abilities analyzes the coherence and consistency of the methods of teaching history through activation, improvement of personal skills and competences.

On the basis of the skills acquired by the teachers of historical sciences during the training, the students in the school education will be able to achieve efficiency with the variety of methods, methods and forms used in the educational process, as well as the study of historical realities, a conscious understanding of that period and learning from it will teach us not to repeat historical mistakes.

Integrative educational methods are classified into psychological, organizational, scientific, methodical, informational and other forms and are comprehensive, from the point of view of the object of our research. formation of elements of creative activity in the continuous professional development of teachers, development of ability, improvement of the system of conceptual foundations of historical thinking, information and communication technologies are fundamentally and methodically supported.

On the basis of the methodical requirements for the level of general knowledge and professional training of history teachers on the basis of the continuous professional methodology improvement course, on the basis of the integrative approach, history teachers are trained in information technologies and independent skills based on various educational methods. great importance is attached to increase.

Through this, the improvement of innovative methods and technologies for the development of students' thinking outlook is becoming more important.

CONCLUSION

The goal of interaction-based education is to develop creative skills and competencies, to form creative professional methods. Consolidation of new knowledge obtained in the lecture, improvement of certain professional skills and qualifications, and development of continuous

professional methods based on an integrated approach to solve the following tasks: analysis of a specific situation.

To provide the basis for the continuous development of professional and pedagogical methods of history teachers, the regular updating of their professional knowledge, qualifications and skills on advanced pedagogical and information technologies, as well as interactive methods of teaching. consists of riding.

Based on the above, it can be said that in improving the methodology of teaching history, it is possible to achieve educational efficiency by ensuring coherence on the basis of integrated education based on the general laws and principles of pedagogy.

In preparing teachers to implement integrated education in the course of the lesson, it is necessary to give a clear direction to the methods of science and direct them to use their capabilities effectively. In particular, on the basis of the national curriculum, the main criteria for choosing the appropriate methodological methods for increasing the effectiveness of the lesson by connecting the knowledge, skills, skills and competences of the students in the subject of history on the basis of integration education will be developed.

At the same time, the minimum requirements that must be mastered by students according to the national curriculum are defined for each subject, and the place of inter-course links is determined in it.

In conclusion, it can be said that by improving the continuous professional methodology of history teachers on the basis of an integrated approach, the organization of a continuous professional development system based on the national curriculum will create the necessary conditions for the continuous growth of their professional skills and qualifications. aimed at training in accordance with modern requirements and regularly updating its methods.

Based on the integrative approach, improving the skills of history teachers, as well as their professional development and manifestation of talent based on the principle of "Lifelong learning", and ways to achieve creative achievements in their professional activities are directed to a scientific methodical analysis.

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