European Journal of Innovation in Nonformal Education (EJINE)
Volume 5 | Issue 4 | Apr - 2025 ISSN: 2795-8612

The Methodology of Using Technological Educational Processes in the Lesson Processes of Future History Teachers

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A B S T R A C T
This article serves to increase the level of effectiveness of further strengthening of basic, important knowledge, theoretical knowledge obtained from general professional and special subjects in the process of training from technological education processes in improving the professional activity of future history teachers in pedagogical higher educational institutions.

A R T I C L E I N F O
Article history:
Received 05 Feb 2025
Received in revised form
04 Mar 2025
Accepted 05 Apr 2025

Keywords: Knowledge, educational training, vocational guidance, skill, history, qualification, scientific, specialist, educational technology, method

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Enter. One of the main tasks of educational training in improving the professional training of future history teachers is to equip future history teachers with the scientific knowledge and achievements of science and technology achieved by mankind so far. It is necessary to create such a knowledge system in them that this knowledge serves as a basis for their further development. Nowadays, in a time when the amount of knowledge and information is increasing, the educational training is aimed at defining the amount of knowledge, skills and qualifications that should be given to the future teachers of history and what factors should be taken into account in this process. scientific work is being carried out to find a solution. In the course of training sessions, basic, important knowledge, the basics of further strengthening of theoretical knowledge obtained from general professional and special subjects are studied. The methods used to improve the professional activity of future history teachers is a process of practical and theoretical development of teachers to become effective pedagogues in the future. These methods are aimed not only at imparting knowledge, but also at developing approaches, tools and problem-solving skills used in teaching.

The formation of an acmeological point of view in future teachers of history requires taking into account its relationship to real values, which affects the purpose and characteristics of the activity. Each situation in the process of andragogic education requires the necessity of free and independent choice, the responsibility of the listeners. It is in the conditions of free choice that a person's activity and individuality are fully revealed. However, at the same time, the means of choice and behavior are determined not only by the clarity of the goal, but also by objective conditions. Students should always feel themselves as individuals in the process of professional socialization, have and maintain their personal point of view, and most importantly, prepare themselves for the conditions of professional activity based on the right choice.

It is clear from the above analysis that the acmeological point of view combines an active attitude to values such as success, achievement, activity, professional and personal development. So, the acmeological point of view is the readiness of self-awareness, which determines the activity and aspiration of the future history teachers, aimed at achieving educational, personal and social achievements in the process of andragogic education.

Self-expression is independence (planning, management of one's activities, orientation to a specific goal), freedom (having a distinctive behavior, activity orientation, will and mutual cooperative activity), creativity (creativity in activity, feeling of responsibility for one's actions) is expressed in itself. This requires that future history teachers reflect the following aspects: goal-oriented activity (motivation and needs of students to realize their abilities and opportunities for independent activity);

Self-confidence requires a unity of personal values and the desire for professional and personal development of the future history teacher. As a result, it is possible to determine the concept of personal and professional "I" in students. In this process, it is possible to improve students' ability to independently solve problems related to professional activity in a timely manner. The acmeological point of view is embodied by the manifestation of the following characteristics of the subject. In-depth acquaintance with the content and methodology of history science, learning new teaching methods and technologies, applying interesting and meaningful approaches to teaching historical sources serve to improve the professional activity of modern future history teachers.

Multimedia technologies, interactive educational methods, making the educational process more interesting and effective through digital tools are implemented as a result of the use of innovative methods. To form critical thinking and creativity, methods are used that encourage a critical look at historical events, analysis of different points of view, and creative problem solving. Students are also taught to defend their point of view and think independently. Monitoring professional development, analyzing one's performance, evaluating the experience gained, working on mistakes and setting future goals provide effective results for self-analysis. Students acquire scientifically based knowledge by reading and analyzing historical sources. The use of historical methods in the course of the lesson increases efficiency in working with students, helps them understand and analyze history. Using these methods, students study historical events in a more vivid and deeper way, analyze and draw independent conclusions. Through this approach, lessons can be made interesting, effective and useful.

Future history teachers can make lessons more interesting, effective and interactive by using modern technologies. This approach not only enlivens the learning process with students, but also increases their attention and makes it possible to acquire knowledge more deeply. Below are the main directions of organizing classes based on modern technologies. The use of multimedia tools in history lessons increases the effectiveness of education by attracting the attention of students, seeing and hearing.

CONCLUSION

Bring historical events to life in history classes using interactive presentations, videos, audio recordings and pictures. For example, by presenting a historical event as a video lesson, students' visual understanding is facilitated. Students relive historical events in front of their eyes, better understand the subject and increase their interest. Providing students with access to more historical sources will engage them in scientific research. Teaching students to work with online libraries and scientific resources such as Google Books, JSTOR, Project Gutenberg. Through this, students will have the opportunity to analyze in depth using books, documents and articles from different periods. Students learn to search for historical sources, conduct scientific research, and learn to approach data more broadly. The inclusion of modern technologies in the teaching process enriches the educational process, encourages students to actively participate and makes it possible to acquire knowledge more easily. At the same time, it is necessary for future teachers to learn how to effectively use modern tools.

The use of modern technologies in history lessons by future history teachers is an important and necessary issue, and the following main conclusions can be drawn:

With the help of modern technologies, the possibility of conducting history lessons in a distance or mixed format has also increased. Through online educational platforms, video conferences, teachers have the opportunity to teach classes remotely and communicate with students.

Modern technologies develop students' skills of independent information search, study and analysis. By working with open learning resources, online libraries, and scholarly resources, students can learn more about historical events.

In general, the use of modern technologies adapts history lessons to the requirements of the times, improves the learning process of students, and improves the professional skills of teachers. The correct and appropriate use of technology will allow future history teachers to make a greater contribution to the educational process.

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