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THE NEED TO DEVELOP FUTURE HISTORY TEACHERS ON THE BASIS OF INTEGRATION OF INFORMATION AND ANALYTICAL COMPETENCE

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In this article, today, the tasks of integrating informational and analytical competence in future history teachers, developing them in mutual relations, expanding the scope of education of future history teachers in higher education institutions, as well as organizing high-quality and effective education, personnel with modern knowledge and skills, the competence required by today's times are discussed. issues of reforming the training system are also covered.

KEYWORDS

Competence, education, integration, integrated education, informativeness, analytics, generator mind, erudition, informational culture, humanistic outlook, social life.

NTRODUCTION

Today, the tasks of integrating informational and analytical competence and developing them in mutual connection are gaining importance among future history teachers. Because nowadays there is a strong need for personnel capable of deep

analytical analysis of information. In this process, the demand and need for high-potential and competitive personnel is increasing. This requires a revision and reform of the training system of personnel who have modern knowledge and

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skills and the competence required by today's times through the organization of high-quality and effective education, along with the expansion of the training of future history teachers in higher educational institutions. Today, as a strong specialist, along with professional knowledge and skills, there is also a demand to develop informational and analytical thinking skills. This makes it a priority to enrich the training system of future history teachers with new approaches, to apply foreign experience to it, and to develop their analytical thinking about information with special emphasis on practical lessons.

This article analyzes the pedagogical necessity of developing informational and analytical competence in future history teachers on the basis of integration, the current state of informational-analytical thinking development in today's higher education institutions, and the possibilities and solutions for eliminating shortcomings.

RESEARCH MATERIALS AND METHODOLOGY

L. N. Aleksashina, V. V. Barabanov, P. A. Baranov, L. S. Bakhmutova, E. E. Vyazemsky, O. Yu. Strelova, M. V. Korotkova, The works of M.T.Studenikin, N.N.Lazukova, E.M.Persanova, A.L.Mirzagitova and others are dedicated.

Scientists such as J.Anderson, D.Blazar, S.A.Henry (America), K.Halbert (England), Helen Timperley, Aaron Wilson, Heather Barrar (New Zealand) conducted scientific research on methodical training of future history teachers in European countries.

Advantages and possibilities of using information communication technologies conditions of mixed education U. Begimkulov, I.

Robert, N. Sizintseva; practical-technological aspects of organizing interactive education were researched by H. Brown, D. Ciuffetelli, S. Kagan, K. Rodgers, D. Rovkin, N. Azizkhodjaeva, R. Isyanov, O'. Tolipov, M. Urazova.

In the Commonwealth of Independent States, B.A. Abdykarimov, A.M. Abdyrov, G.D. Baubekova, V.I. Andreev, S.D. Yakusheva, I.A. Zyazyuna, N.N. Nikitina, G.V. Bragina, V.V. Davydov, V.E. Zhabakov, L.V. Zanina, N.P. Menshikov, M.V. Korepanova, I.D. Lushnikova, I.P. Rachenko, V.P. N.N.Tarasevich. Simonov. I.F.Krivonos. S.B.Elkanov, Yu.N.Kuliutkin have developed effective methods of organizing the scientific creativity of learners, development of the process of scientific creativity in the continuous professional education system.

In modern conditions, scientific-research works on the development of informational-analytical competence are carried out in philosophical, psychological-pedagogical and methodical directions. Uzbek scientists O.G.Davlatov. A.F.Ismailov, Q.R.Shonazarov conducted scientific research on preparation of future history teachers for the formation of historical thinking in schoolchildren and methodological preparation.

RESEARCH RESULTS

Professor A. Abdugadirov emphasizes the problem of formation and development of the competence approach in the future history teachers. In the researches of our pedagogic scientists, the specific aspects of professional and pedagogic competence have been highlighted. For example, in his research, N.A. Muslimov mentioned professional competence in the form of six qualities:

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- 1) Motivational qualities (covers the needs, motives and goals for the chosen profession, which are formed and developed throughout a person's life);
- 2) Intellectual potential (on the basis of all official documents, the teacher strives to transfer information and data, to form knowledge, skills and qualifications);
- 3) Volitional qualities (striving for the goal, overcoming internal and external obstacles, physical and mental stress, self-control and initiative qualities);
- 4) Practical skills (psychological, pedagogical, methodical and technical-technological abilities, actions, skills of an individual in various spheres of activity and communication);
- Emotional qualities (formation of the necessary skills to manage one's emotions (anger, anger, anxiety, resentment, jealousy, sympathy, shame, pride, fear, joy, love, etc.) and understand one's emotional states and their causes):
- 6) Self-control (freedom in choosing goals and the means to achieve them, conscientiousness, a critical approach activities. to one's comprehensiveness and understanding actions, comparing one's own behavior with that of others, confidence in the future, maintaining and managing one's physical and psychological condition at the required level receive). Therefore, competence means the level of ability. competence based on deep knowledge, and is the advanced level of knowledge and skills and a high level of competence in the future professional activity.

"Informative-analytical competence" is one of the forms of integrated competence. Today, one of the most important tasks is the formation and development of several competences in harmony, rather than the formation of one competence. "Informational-analytical competence" is a high form of knowledge and skills formed on the basis of informational culture and analytical thinking [1]. So, informational-analytical competence was calculated as the competence arising on the basis of integration of informational culture and analytical way of thinking.

That is why, in the development of informationalanalytical competence of future history teachers. the formation of an analytical way of thinking is a priority. Already, "thinking in an analytical style is distinguished by the fact that the conclusion drawn along with deep, comprehensive logical thinking on any issue is proven. Therefore, it is important to teach students to have a unique approach to forming an analytical way of thinking, to clearly, logically and expressively express and justify their views. The level of thinking of each person also allows analytical thinking to emerge as a result of the diversity of knowledge." therefore, forming the competence of deep analytical analysis of future history teachers in working with information has an effect on increasing their level of professional competence.

In the "Encyclopedic Dictionary of Philosophy" the term "analytics" is "interpreted as the art of analysis, discussion, proof" [2]. The term analytics was first used by Aristotle as a name given to the technique of logical analysis. In his work entitled "Analytics", attention is paid to two aspects related to this way of thinking: the complexity of thinking during the initial division of an object with a complex whole into simple parts and their examination»[3]. Therefore, the analytical way of thinking was considered a way

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of thinking based on complex and deep analysis [4].

DISCUSSION

Researcher Sh. According to Hasanov, "the analytical way of thinking is the art of analytical thinking, the ability to come to a detailed, clear, deep, deep, meaningful, solid conclusion about a problem, issue, information, event, in the process of studying it. The possessor of analytical thinking carefully studies the object under analysis in every way: divides complex information into parts, thinks seriously about every word, sentence, detail, thing, logically connects the parts, comes to an acceptable conclusion and makes the necessary decisions. When thinking about any phenomenon, the possessor of analytical ability does not limit himself to reading the outer meaning of the event, but also tries to determine its inner layers. As a result, a comprehensive understanding of the analyzed object is formed. Analytical thinking serves to provide an easy and quick, correct and accurate solution to a problem or issue»[5]. Based on this tariff, the researcher justifies the manifestation of analytical thinking as follows: "analytical thinking is a type of mental activity strictly connected with logic. aimed at clear, correct, objective. comprehensive analysis of the subject; analytical thinking - a productive way of thinking that allows to analyze all areas of social life, react. understand the past, perceive the present, predict the future, and define promising ways of development; analytical thinking is a creative way of thinking that encourages a person to promote innovative ideas, create new technologies, and implement them; development of analytical thinking ability of students in the educational system allows to raise a mature generation that thinks independently, can quickly find a rational

solution to any problem, and is far from intellectual dependence. Analytical competence is a mind generator that gives a person the ability to perceive people and the world, and rationally activates his thinking mechanism."

Therefore, analytical thinking is the type of thinking that is particularly distinguished by its effectiveness in increasing individual erudition and intelligence [6]. Because analytical thinking requires approaching the studied object from different sides, comprehensively checking its internal and external relations and coming to a stop. Aspects such as speed of thinking, ability to approach the problem from different sides, comprehensiveness, and finding the most appropriate and effective solution to the problem are prioritized in analytical thinking.

According to research scientist M. Mirkosimova, "analytical way of thinking is prioritized by aspects such as including features of logical thinking, speed of thinking, requiring an approach to the problem from different aspects. comprehensiveness, and finding a reasonable solution to the problem. The owner of such thinking will also have the ability to understand the true nature of the issue, understand its causes and consequences, and come to the necessary decision. Analytical thinking allows finding new studying systematizing. information. it. comparing, evaluating, logical thinking, relying on evidence, being able to look critically at existing information, and coming to the right conclusion based on the received information. Therefore, the current level of development requires the owner of any profession to plan his activities by analogy, comparison. segmentation. generalization. systematization, modeling. classification. targeting. The determination of the listed qualities serves as the basis for the formation of a comprehensive information culture and a

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modern, humanistic worldview in students. It is known that, like other intellectual qualities in a person, the analytical way of thinking is not formed by itself. It emerges as a result of systematic mental activities." Therefore, the analytical way of thinking can be interpreted as high analytical thinking [7]. At the same time, synthesizing information. analyzing and approaching it with deep observation, critical analysis and logical discussion are also the basis analytical thinking. Therefore, emphasis on the development of analytical thinking of future personnel, regardless of whether they are historians or mathematicians, is one of the modern students in higher education.

Analytical thinking, which is the foundation of analytical competence, is opposed only to the question of setting limits to what can be said. In a logically structured language, metaphysical statements cannot be formed, because there must be nothing in it that leads to error. The essence of the problem is that the changes being made should be very easy to understand, and the previously obtained information should be unknown. That is, the analytical way of thinking tends to explain logical paradoxes by exclusion.

In developing analytical competence in future history teachers, conscious critical thinking rather than blind dogmatic thinking is important. First of all, it should be noted that analytical thinking is the highest example of the development of critical thinking. Therefore, if we pay attention to the existence of conflicts between different views, approaches, and concepts regarding the historical processes in the development of analytical thinking, developing critical thinking in students is not a difficult problem.

To develop analytical thinking, we must first determine what this thinking is. In fact, original analytical thinking must contain elements of skepticism. For example, "The skepticism founded by Pyrrhon was of inestimable importance for the development of critical thinking. However, the formation of critical thinking is very important for the daily life of any person. After all, no one can turn a person with a critical thinking into his "puppet", and he will make fewer mistakes in his life than others. But there is also great confusion about what critical thinking is. The worst of these confusions is that a person only looks outwards and fails to see his own mistakes and shortcomings. In order to avoid such shortcomings and to prevent the student from becoming a "sophist" (demagogue, sophist) in a negative sense, it is necessary to prepare to identify the main features of critical thinking. The development of critical thinking in future historians encourages them to look at historical processes with a critical eye, analyze historical processes, compare them with each other, and work on sources. This develops analytical competence in them.

That is why the critical thinking style, critical view and approach to historical processes were considered very necessary skills for the future history teacher. In general, critical thinking is thinking that is directed towards analytical study of certain information, rather than looking for errors and flaws in the opinion of others. thinking Accordingly, critical within framework of a true, high culture includes the following aspects:

- openness to new thoughts and ideas that oppose their own;
- strives to avoid mistakes in his thoughts and views, to eliminate them;

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- strives to differentiate between different opinions, right and wrong, without bias, that is, objectively;
- not to express a critical opinion on an issue that he could not understand, to admit that he does not understand:
- distinguish between justified and unjustified errors in thought, etc. Of course, if a person has a strong interest in knowledge, then the culture of critical thinking is intuitively well formed. However, vices such as arrogance and a tendency to flaunt one's personality, preformed in the student's character, are a great obstacle to the formation of the original critical thinking, which is very necessary for the development of analytical thinking.

A critical-analytical attitude to history, which is required to be developed in future history teachers, is a complex way of thinking, the formation of which goes through various stages, starting from passive reception of information to independent solution of certain problems. Therefore, in order to educate future history teachers as specialists with high analytical thinking, we must first of all create conditions for awakening and developing the ability of critical thinking. In this case, the critical spirit and way of thinking serve as the most important and necessary conditions, ground, and foundation in history education.

Conclusion

To sum up, today's task of education is to teach students to be able to work independently in the information-educational conditions of an environment that is growing day by day, to use the flow of information wisely through conscious analytical thinking.

- 1. Teaching future history teachers to think creatively. For this purpose, it is necessary to take advantage of lectures and seminars. For example, "in the seminar, the student has a wide opportunity to show activity, and in the lecture, mainly listening to the speaker's speech, the information is absorbed. If we take into account that the main task of the lecture is to systematically convey historical events to the student, the role of the seminar in the development of the student's creative thinking is more obvious. on the contrary, the student should think independently on that familiar topic and participate with his personal analytical opinions, examples, factual materials, proofs.
- 2. Today, in most countries of the Islamic world, little attention is paid to reforming the education system and improving the quality of education. In some Muslim countries, there is a great need for pedagogues with high intellectual and competent potential, from primary education to higher education. Various socio-economic factors are leading to scientific decline. For example, it can be shown that the teachers' salary is low, they are busy with other work, they cannot find an additional source of income in their field, they don't have time and energy to work on themselves, they don't have time and energy for science, they don't get a suitable incentive for their work, and they don't try to increase their knowledge based on the above. This, in turn, leads to a decline in knowledge and science. It should be emphasized that the problem in the Islamic world is not economic helplessness, ignorance, lack of proper understanding, and inability to dispose of it.

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3. Development of public speaking skills in future Because history teachers. informationalanalytical competence develops in parallel with speech. Analytical thinking style of a student whose speech is not well developed is also not well developed. In order to develop analytical thinking, along with knowledge and observation, it is necessary to exchange ideas, deliver and explain speech [8]. Therefore, it follows that it is possible to develop informational-analytical competence in future history teachers by developing strong public speaking skills.

Nowadays, it is desirable to use pedagogical technologies, innovations and interactive methods in the educational process, to implement newly produced technical tools, to encourage more students to work independently, and to widely use various ways of teaching lessons from best practices. Another important point is that it is necessary to ensure the effective organization of training of special subjects in order to develop professional inclinations, abilities, knowledge and skills of students studying in higher education institutions, to acquire one or more modern professions in the fields of their choice.

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