



e-ISSN: 2319-8753 | p-ISSN: 2347-6710

IJRSET

International Journal of Innovative Research in
SCIENCE | ENGINEERING | TECHNOLOGY

INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 11, Issue 3, March 2022

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 7.569

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 6381 907 438

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The Problem of the Formation of Didactic Culture of Future Teachers of History in the Modern Educational System

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Annotation

This article discusses the problem of the formation of didactic culture of future teachers of history in the modern educational system.

Keywords: didactic culture, pedagogical evaluation, professional competence, didactic triada, structural-functional model, didactics.

The socio-economic and socio-cultural changes taking place in the modern Uzbek and world community led to the formation of new socio-cultural and economic values. Professional pedagogical education occupies a special place here, which is one of the main factors for the modernization of social and social life in general and in particular for the modernization of vocational pedagogical training.

Teaching is a special profession that occupies an important place in any World Culture. The modern high-tech information society puts new demands on future history teachers as a person capable of teaching and developing the younger generation and as a professional. The emergence and design of innovative processes taking place in the educational system in recent years is evidence of professional freedom, the creative self-awareness of the teacher's personality, the emergence of a tendency to openness, the appeal to pedagogical heritage, the creation of flexible self-development systems of professional training and retraining of teachers. The importance of teaching cannot be overemphasized, therefore, the quality of professional pedagogical training in the scientific and pedagogical community is increasingly being discussed.

It provides education taking into account their psychological and physiological characteristics and the characteristics of the subject taught, serves to the formation of a general culture of the personality of the teacher, using various forms of conscious selection and development of educational programs, teaching tools, techniques, methods, individual educational programs, information including modern educational technologies, as well as digital educational resources. Competency in the field of Organization of pedagogical activity is the ability to establish the relationship between this subject and the subject, the ability of future history teachers to organize educational activities, the ability to carry out pedagogical evaluation. In the modern educational system, professional competence intelligently selects programs and educational and methodological assistance, including digital educational resources. Conducts training based on pedagogical and psychological sciences, achievements in the field of young psychology, as well as modern information technologies and teaching methods. Competences in the field of program development, methodological, didactic materials and pedagogical decision-making it is the ability to choose and implement standard educational programs, the ability to develop its own program, methodological and didactic materials, the ability to make decisions in pedagogical situations.

The term "didactica" came from the Greek word "didaktikos" - a teacher, and "didasco" - a learner. This concept was first introduced into scientific circulation by the German teacher Wolfgang Ratke to express the art of teaching. Didactics is science and at the same time the art of teaching, an important element of a culture that has historically evolved. The activities of the teacher are determined by the goals and objectives, the means and methods of solving the tasks, the analysis and evaluation of this activity. The educational process itself is determined by the developed culture and ways of teacher activity in the implementation of the pedagogical process in this period. In the educational system, didactics works as a department aimed at developing the theoretical foundations of the organization of the educational process of pedagogy, its laws, principles, methods and methods of mastering cultural experience. Y.K. Babansky identified in the structure of the pedagogical process: goals and tasks, the content, methods, tools and forms of interaction between teachers and students, as well as the results achieved in this case.



In accordance with the educational program of the educational institution, it plans, implements the educational process and ensures its implementation, organizes and supports various activities of future history teachers, focuses on the student's personality, their motivation, cognitive interests, abilities, organizes independent activities of future history teachers, including research, carries out problematic education, communication on the subject, practice. Ensures the achievement and confirmation of educational (educational qualification) levels of future history teachers. Competences in the field of setting goals and objectives of pedagogical activity (the ability to set goals and objectives in accordance with the age characteristics of students; the ability to turn the subject of the lesson into a pedagogical task; the ability to involve future history teachers in the process of forming goals and objectives).

Within the framework of the extended didactic triad "Teaching - learning-self-development" it is possible to form the didactic culture of the future history teacher in the process of professional training. The formation of the didactic culture of a future history teacher involves the gradual acquisition of didactic knowledge, skills, competencies and the ability to self-develop the subjects. To develop an author's structural-functional model of didactic culture based on the gradual acquisition of didactic knowledge, skills and abilities, aimed at self-development and self-improvement of the future history teacher, to form a didactic culture that helps to effectively implement the professional training of future history teacher development of organizational and pedagogical conditions: expands the content of didactic training of the future history teacher by introducing values, necessary competencies, self-development and changing discipline that strengthens self-government in the professional activity of the future history teacher. At the same time, it is necessary to develop educational and methodological support of the process of formation of didactic culture of future history teachers, as well as diagnostic tools for assessing the level of formation of didactic culture.

The professional training of the future history teacher is a dynamic system that combines different and relatively independent components. An integral element of the professional-pedagogical formation of future history teachers is their didactic training, aimed at systematic and consistent development of didactic culture. Didactic culture is of fundamental, irreversible importance for the professional activity of future history teachers and effective educational process in a higher institution.

O. A. Igumnov believes that didactic culture is "An indispensable quality of the teacher's personality, which provides for effective didactic activity for the formation of the professional culture of the future specialist and contributes to the creation and development of new pedagogical values and technologies by the teacher, the personality of the teacher and his didactic cultural creativity."

The process of developing didactic culture of Future History Teachers has several theoretical instructions.

Didactic culture as a component of professional and pedagogical culture has the same distinctive features: the separation of elements or components on the basis of a certain principle, which underlies their unification; the presence of certain relationships or relationships between these components, their interaction with each other; the functioning of the system as an integral unit; the presence of regularity in the selected elements.

At the same time, it is clear that the content of education and the content of education are not the same. Educational content is anonymous, general, static, social experience isomorphic, impersonal, acquired by someone and at some time. The content of education is personal, sincere, non-repetitive, "here and now" is being opened.

The content of the lesson is actually created in the educational process, and it functions as a product of didactic cultural creativity of the future teacher of history. The same product is the relationship of the direct participants of the pedagogical process, the target relationship, their motivations, value directions and methods of cooperation.

Therefore, when defining the concept of "didactic culture" within the framework of a systematic-culturological approach, we proceed from the primacy of the cultural component as a result of didactic activity of the future history teacher.

The didactic culture of the future history teacher is based on professional competence, humanistic personal position, system of directions of value, modern pedagogical thinking, developed creative abilities, self-development of the professional and pedagogical culture of the teacher and the development of the personality of the future history teacher.

This is a systematic quality, aimed at maximizing the realization of its capabilities by the teacher of the culture of Education, manifested in innovative and didactic activity, the education and personal development of future teachers of history.

Didactics is a branch of pedagogy that gives an understanding of the theory of education and upbringing. The subject of didactics as a process, as a system, as a means of educating and educating a person, that is, the interaction of teaching and learning with their unity and interdependence, ensuring the assimilation of the content of education by the students established by the teacher.

Didactic culture is a culture of educational culture, professional and pedagogical activity aimed at education and personal development.



The didactic culture of the future teacher is the integral quality of his personality, the generality of their professional and general cultural competence as a teacher in the field of didactic activity based on innovative teaching technologies, the maintenance of humanistic and cultural-historical values, the value trends and contribution to the formation of the student's knowledge system, as well as creative self-development. The didactic culture of the teacher consists of the following components:

- subject component (including personal activity, motivational value, design and technological elements)
- subject component (including: patriotism, political literacy, critical thinking, socio-cultural literacy).

In place of the conclusion, we can say that in the modern educational system, Future History shows the need to solve the problem of the formation of didactic culture of teachers.

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