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The Structure of Formation of Historical Thinking in A Future Teacher of History in The Process of Studying Historical Disciplines

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Abstract The problem of the formation of historical thinking in the theory and practice of training a future history teacher is considered. The essence, functions, and features of the teacher's historical thinking in the study of historical disciplines. Thanks to methodological techniques, special organizational forms of teaching, game modeling and other active methods of teaching history, historical thinking is formed. The author notes that the technology of game modeling fits very organically into the educational process, does not affect the content of training, allows the most effective way to achieve the predicted learning outcomes and reveal the potential of each student.

Keywords: History, humanization, pedagogical education, teaching methods, historical thinking, formation of historical thinking, methods of teaching history, game modeling

Block-by-block saturation with diverse knowledge and skills ensures the formation of ideological and life positions that influence the formation of a system of views and attitudes, scientific thinking, readiness for future professional activity. Integration of humanities, natural sciences, special and psychological-pedagogical knowledge in the training system is an important condition for the development of cognitive abilities and professional independence of future teachers. Rich in content training allows us to achieve the unification of ideological, theoretical and practical-cognitive elements, the totality of which regulates the behavior of future teachers in the multifaceted and complex conditions of the upcoming methodological activity.

The achievement of educational goals is carried out in the aspect of humanization and humanitarization of education and means expanding the horizons of students, increasing the level of their general culture and education, as well as the culture of historical thinking, communication and speech. The realization of the educational potential of the discipline "History of Uzbek Statehood" is manifested in the willingness of specialists to promote the establishment of intercultural and scientific ties, to respect the spiritual values of other countries and peoples, All this implicitly implies The development of historical thinking, implemented through cooperation and a culture of interaction. Thus, the very essence, the purpose of the subject speaks about the prospects of its use in solving the problem.

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The "Experts" and "Zigzag" models are based on one basic principle: members of a small study group should become experts on the position they occupy about the reason Alexander the Great took over half the world. Within the other groups, each participant receives a certain historical source that needs to be studied, after this personal examination, participants can take turns to acquaint the group with the results of their work. In the group itself, all the data needs to be compared, summarized, and conclusions formulated (or another teacher's task performed). The purpose of the working group is to determine the situation in which all its members will be able to master the topic in full [Kulyutkin, Yu. N. Modeling of pedagogical situations: problems of improving the quality and effectiveness of general pedagogical teacher training [1]

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However, not every student in his question (or in his document) is able to figure it out on his own. In this case, a "zigzag" method is provided: at the first stage, participants who consider the same issues leave their groups and form new groups of "experts" themselves. So, "experts" who have the same task and material are united in expert groups. In these "expert" groups, a thorough analysis and analysis of the source also takes place. A written assignment should be provided at this stage, for example:

1. make a color markup of the source (emphasize semantic units, for example: facts, opinions, causes, consequences, etc.);

2. formulate conclusions based on the information of this source;

3. convert the text into a diagram, table, logical chain;

4. write out data based on filling out various forms, for example:

Бланк 1. Факты, содержащиеся в источнике
Бланк 2. Мнение, содержащееся в источнике
Бланк 3. Полезность, ценность источника
Бланк 4. Ограниченность источника

The participants of the expert groups in the process of work write down briefly the information that they will subsequently report to their study groups. After that, the "experts" return to their original study groups, and begin a mutual exchange of information, on the basis of which they will be able to complete a common task.

In the lecture models described above, the emphasis is shifted from reproducing ready-made knowledge to teaching future history teachers techniques and procedures for independent knowledge search, as well as the formation of their historical thinking

At the same time, this lecture caused positive emotions, and contributed to the creation of an atmosphere of cooperation between teachers and future history teachers (a detailed description of this lecture is in the appendix.) In order to arouse the interest of future teachers in reading the novel by E. Marshall "The Winner" about the personality of Alexander the Great and his conquering campaigns for the formation of historical thinking, a booktrailer about this novel was demonstrated at the end of the lecture, which also aroused the interest of future teachers in reading the historical novel.

Practice has shown that the booktrailer is also effective in the pedagogical process. Its effectiveness lies in the fact that it is an excellent way to attract future history teachers to reading and comprehending what they read, which contributes to the development of reading competence, as well as the formation of historical thinking. [Appendix 3.Bookttrailler based on the novel by E. Marshall "The Winner"]. Booktrailer based on the novel by E. Marshall's "The Winner" reflects the main idea of the novel and represents the totality of its main meanings, shows the reader's dialogue with the text of the work of art in ways that are glued together from several fragments of videos with the plots of films about Alexander the Great with the addition of a sound track, with the writing of subtitles - quotes from the work with the overlay of various music. All this creates a great intrigue in order to increase the interest of future history teachers in reading a historical novel, enhance cognitive activity, improve their reading competencies and communication skills. Thus, "booktrailer is a new genre combining literature, visual art, electronic and Internet technologies" [2]

There are different approaches to determining the essence of Foresight. "Foresight (looking into the future, foresight) is an innovative tool for modeling the future. Foresight is a technology that allows a circle of people to participate in it, to agree on the image of their future, their actions about this future, and their desired future.[3]

In general, according to all the definitions given, foresight can be characterized as a systematic forecast. But it differs from the forecast not only in its systematic nature. Unlike traditional forecasting, foresight technology is proactive in relation to future events. This means that the authors and participants of foresight do not just individually assess the probabilities and

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risks of certain conditions, as, for example, is customary in the Delphi method, but take an active position and jointly design their current and future activities in such a way as to strengthen positive trends, increase the probability of desired events and extinguish negative, undesirable trends.

The basic methodology of any foresight method includes four levels of activity:
1) the present (working with cards, statements of participants, moderation);
2) the future (predictive methods, working with prospects, etc.);
3) planning (strategic analysis, prioritization);
4) networking (tools aimed at creating dialogue and participation of foresight participants).
The basic principles of foresight are–
- the future depends on the efforts made, it can be created;
- the future is variable – it does not stem from the past, but depends on the decisions of participants and stakeholders;
– there are areas in relation to which it is possible to make forecasts, but in general the future cannot be predicted reliably, it is possible to prepare or prepare the future as we want it to be.

In our study, during the conduct of a special course, we conducted group forms of training containing technological methods of searching for the definition of the characteristics of certain people; the characteristics of their actions and deeds; the attitude of a person to the situation and other people. The concept leads the researcher to search for meanings, i.e. answers to questions [4]. Thus, the proposed lesson-the concept of "historical task" - is a projected collective activity of students aimed at their joint creative activity and communication, during which the self-development of the individual takes place in the educational environment. This educational and learning environment is saturated with iconic and emotional texts, reflections and problematic ideas that guide to solving pistoric problems in the form of technological maps. The lesson-the concept of "historical task" is an associative space according to Khutor, presented in the form of a scheme-image in the process of collective work in an educational situation.[5] Thus, the pedagogical concept is understood as the creative design of a historical task - in the process of practical actions of students.

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