

**TARIX FANI O'QITUVCHILARINING SAMARADORLIGINI TA'MINLASHDA
MALAKA OSHIRISHNING VAZIFALARI**

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Samarqand viloyati Jomboy tumani 2-son kasb-hunar maktabida tarix fani katta o'qituvchisi

Annotatsiya: Ushbu maqolada ta'lim tizimida faoliyat yuritayotgan tarix fani o'qituvchilarining dars o'tish samaradorligini oshirishda malaka oshirishning o'rni va vazifalari ilmiy va pedagogik jihatdan tahlil qilib berilgan.

Kalit so'zlar: Tarix, pedagog, istiqbol reja, axborot-kommunikatsiya, texnologiya, metodika.

**ЗАДАЧИ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ В ОБЕСПЕЧЕНИИ
ЭФФЕКТИВНОСТИ УЧИТЕЛЕЙ ИСТОРИИ**

Аннотация: В данной статье с научно-педагогической точки зрения анализируются роль и задачи профессионального развития учителей истории, работающих в системе образования, в повышении эффективности занятий.

Ключевые слова: История, педагог, перспективный план, информационно-коммуникативные, технологии, методология.

**PROFESSIONAL DEVELOPMENT CHALLENGES IN ENSURING THE
EFFECTIVENESS OF HISTORY TEACHERS**

Annotation: This article, from a scientific and pedagogical point of view, analyzes the role and tasks of professional development of history teachers working in the education system in increasing the effectiveness of classes.

Key words: History, teacher, long-term plan, information and communication, technology, methodology.

The primary goal of teaching history is the mastery of historical knowledge by students in the educational system, in the field of professional education in the field of public education, which covers the content, purpose and methods of the study of history on this basis. and the fundamental goal of history education in the field of higher education, as stated by the first President Islam Karimov, "as we want to take our country to a new stage, a new high point, we need a bright idea." At the core of this idea is the realization of the identity of our people. It is a scientific pedagogical science that studies the active formation and development of historical knowledge and concepts, principles and worldviews in the educational system based on the principle that "it is impossible to understand the identity without knowing the true history".

Before starting to analyze the status and role of history science in the current society, if we recall how famous thinkers of the present and past have interpreted this problem, Cicero called it "history-life coach", Leonardo da Vinci thought that "the past to know the past of the era and the countries of the world is human vision and its intellectual product. N.M. Karamzin, the father of Russian history, said, "History is the holy book of peoples, it is a mirror of their life and activities, it is a record of the discoveries and manners of their ancestors left to the generations, it is an interpretation of the present era and an example for the future." It is a necessity that serves and fills. V. G. Belinsky notes that "in order to understand today and have a clue about our future, we need to question our past." V. O. Klyuchevskiy "studying our generations, we

understand identity - ourselves. Without knowing history, we should clearly understand why and why we came to this world, how and what we aspire to."

Today, in this article, one of the problems facing the history teacher is how to deliver daily scientific, practical and new information to students. As we express our thoughts through our views, in today's increasingly complicated and globalized world, in the era of technology of ideas that can lead young people to their own path, alienate them from their past and history, we must fight with technologies that intensify foreign history. it's coming.

Today, intellectuals who are propagandists of our society, especially history teachers, are able to put the bolts of huge global technologies in their tracks, and it is too late to convey the negative consequences of their morally damaged thoughts to the youth, who are the successors of our tomorrow. is one of the inevitable educational reforms.

National history, traditions, and values play a very important role in a nation's ability to preserve its identity on earth. Today, this task is assigned to history teachers. In order for teachers of this subject to always implement this issue, they must update their knowledge, increase their experience, and be fully aware of today's modern information technologies.

In this regard, the task of attracting history teachers to various conferences and seminars for continuous professional development should be a priority. If conditions are created for them to work on themselves, they can freely convey their views to students.

On the basis of this, the President's Decree of September 26, 2017 "On measures to further improve the system of training pedagogues, retraining public education workers and improving their qualifications" of the President in connection with the reform of the education sector in the new Uzbekistan. Resolution No. 140 of the Cabinet of Ministers of the Republic of Uzbekistan dated March 15, 2017 "On Approval of the Regulation on General Secondary Education" No.

One of the main factors showing the effectiveness of the professional development system is the study and monitoring of the activities of teachers after the professional development course.

One of the factors of enriching the content of the educational process is the correct implementation of organizational methodical work to improve the post-course effectiveness of teachers who have completed advanced training courses. For this purpose, the teacher has to reform the continuous education system according to the modules separated with general professional subjects during the training period, legal regulations in the educational system, information technologies in the areas of specialization separately and based on them. he should give information about methodological innovations based on the innovations he learned during the course at the methodological association meetings.

For this, at the end of the professional development course, the departments should prepare a post-course assignment for the trainees who have successfully completed the course, a prospective plan for creative work.

Based on this perspective, the teacher can improve his work for future courses after the course. In order to increase the efficiency after the course, the tasks of supervising the teacher's activities, providing him with relevant instructions and methodical support, and ensuring timely completion of the subjects included in the prospective plan at a high level are the educational tasks of vocational schools. should be entrusted to the deputy directors and heads of method associations. of a teacher who passed the training course of the deputy director of educational affairs;

- that updates are included in the calendar work plan;
- improved methods of introducing new modern technologies into the educational process;
- improved methodical skills;
- the indicator of growth in the quality of students' knowledge;
- introduction of new ideas for decorating science rooms;
- increase in the level of use of information and communication technologies in history classes;
- it is necessary to study the improvement of theoretical knowledge, skills and methodical skills in the field of specialization.

Instructor of subjects in vocational schools:

- the creative perspective given to the science teacher by the training center during the period from one course to the next will have to create and approve a specific program for the step-by-step implementation of the tasks defined in the plan.
- It is necessary to form a quarterly diagnostic analysis and final monitoring of the work of the science teacher.
- It is necessary to generalize the most creative advanced ideas and innovations, to promote them among the vocational school team and to carry out the tasks of recommending them for learning in other vocational schools and schools in the district (city).

The results of scientific research carried out at the regional center show that it is appropriate to study the monitoring of the listener's performance in three directions:

- activity of a science teacher on the verge of professional development and its analysis;
- analysis of the teacher's activity during the training period;
- analysis of the effectiveness of the science teacher's activity after the professional development course.

Questions for each direction should be determined based on the following points.

1. The analysis of the activity of the teacher on the eve of professional development is determined as follows:

- analysis of the effectiveness of the teacher's previous lessons;
- creativity and curiosity of the teacher;
- analysis of the teaching method;
- analysis of team activity;
- analysis of activity at the district (city) level.

2. Analysis of the teacher's activity during the training course.

The trainee prepares his personal program during the training course. State requirements for the subject and general requirements for the teacher were introduced.

In order to determine the knowledge of the students before the course, a quick diagnosis will be conducted. It is necessary to identify gaps in their knowledge, study them and make changes to their work plan based on this. On this basis, additional training sessions are held with the course participants, and their learning based on state requirements is under constant control. During the course, the gaps in each student are identified, their filling, elimination, and improvement are taken into account. Including

- use of information technologies, innovative, modern pedagogical technologies by professors and teachers in the organization of the educational process;

- the educational process is based on the quality of the training, the active participation of the listener, the quality of the qualification work, and the results of the test.

3. The analysis of the effectiveness of the teacher's training after the training course should be determined in the following direction:

- Changes in the effectiveness of the teacher's previous lessons;

- Changes in the teacher's creativity and curiosity;

- Changes in the teacher's teaching methodology;

- Changes in team activity;

- Changes in activity at the district (city) and regional levels;

- Changes in the mastering of information and communication technologies by the teacher;

With the effectiveness of the post-course activity of the teacher, continuous scientific and practical methodological support is provided to the pedagogical personnel mainly by the methodist and the regional center in the educational institution.

In addition, by holding various seminars and conferences, it is possible to motivate teachers to increase their interest in preparing for the lesson, by establishing continuous education of the teacher before the course, during the course and after the course, in the entire pedagogical activity of the educational staff. is to ensure the quality and efficiency of education by operating on the basis of their own development.

In conclusion, it can be said that based on the content of the educational cluster and the specific specialization of the field, it is appropriate to organize it in the following directions in history classes: educational direction, educational means direction, education and science direction, history education and consumer direction, and educational quality management direction. Each direction includes all forms, methods and technologies of educational, scientific, methodical, educational means and management-related cooperation between types of education, being mutually branched within itself. summarizes In the field of education, it is necessary to identify, classify and eliminate existing problems in history classes in schools, to develop mechanisms for vertical and horizontal movement of educational and methodological potential, to manage and control the quality of lessons, and to determine educational and methodological efficiency. and it is appropriate to develop and introduce the most optimal mechanisms, to establish the activity of interspecies tutoring in the educational and methodological field. In the direction of educational tools, improvement of the history curriculum and science programs, enrichment of the content and quality of textbooks, study guides, raising their level, improvement of auxiliary literature and didactic support of the lesson. , effective use of information technologies and pedagogical

technologies can be recognized as one of the main conditions. To strengthen the integration between education and science, to establish interdisciplinary tutoring activities in the scientific field, to increase scientific research on historical topics in cooperation with HEIs and general education schools, professor of the history department of HEIs -preparation of scientific developments by teachers and its implementation by history pedagogues-teachers of the general education school. In the next direction, to strengthen the integration between history education and the direction of consumers, to ensure the harmony of theoretical and practical foundations in history lessons, to improve the mechanisms of rapid implementation of scientific achievements, taking into account the intensity of globalization is done. In the direction of quality management of education, it is necessary to develop new methods of innovative management of lessons, to create quality that coordinates the interests of all consumers of education, to implement innovative methods and tools, information and communication technologies in educational processes.

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