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КЕЛЕЧЕКТЕГИ МУГАЛИМДЕРДИН ИЗИЛДӨӨ КОМПЕТЕНТТҮҮЛҮГҮН ЖАНА  
ЧЫГАРМАЧЫЛ ОЙ ЖҮГҮРТҮҮСҮН КЕСИПТИК ОКУТУУ ТУТУМУНДА КАЛЫПТАНДЫРУУ

ФОРМИРОВАНИЕ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНЦИИ И КРЕАТИВНОГО МЫШЛЕНИЯ  
БУДУЩИХ УЧИТЕЛЕЙ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

**ENHANCEMENT OF THE FUTURE TEACHERS RESEARCH COMPETENCE AND CREATIVE  
THINKING IN THE SYSTEM OF PROFESSIONAL TRAINING**

**Аннотация:** Мугалимдерге өз демилгеси менен билимин өз алдынча билим берүү жолу менен толуктоо жана жаңыртуу, аны өз алдынча тууралоо жана мектеп практикасына ылайыкташтыруу сунушталат. Педагогикалык билим берүүгө карата мындай мамиледе мугалимдин "базалык даярдыгы" окуу процессинде педагогикалык тажрыйбаны калыптандырууну камтыбайт, бирок бул милдетти ЖОЖдон кийинки кесиптик ишмердүүлүккө байланыштырат. Атайын орто жана жогорку педагогикалык билими бар мугалимди даярдоо дагы эле мектептик билим берүү сыяктуу эле философиялык - педагогикалык негизде жүзөгө ашырылат. Негизинен, бул билим берүү аркылуу кесипкөй адамдын инсандыгын калыптандыруу жана тарбиялоо идеялары.

**Аннотация:** Учителям рекомендуется по собственной инициативе пополнять и обновлять свои знания путем самообразования, самостоятельно корректировать их и адаптировать к школьной практике. При таком подходе к педагогическому образованию "базовая подготовка" учителя не включает в себя формирование педагогического опыта в процессе обучения, а относит эту задачу к послевузовской профессиональной деятельности. Подготовка учителя со средним специальным и высшим педагогическим образованием по-прежнему осуществляется фактически на той же философско-педагогической основе, что и школьное образование. В основном, это представления о формировании и воспитании личности профессионала через образование.

**Abstract:** Teachers are encouraged, on their own initiative, to replenish and update their knowledge through self-education, independently correct it and adapt it to school practice. With this approach to teacher education, the "basic training" of a teacher does not include the formation of pedagogical experience in the learning process, but refers this task to postgraduate professional activity. The training of a teacher with a secondary specialized and higher pedagogical education is still carried out in fact on the same philosophical and pedagogical basis as school education. Basically, these are ideas about the formation and upbringing of a professional personality through education.

**Негизги сөздөр:** философиялык, педагогикалык билим берүү, тарбия берүү, тарых мугалимдери, категория, метод.

**Ключевые слова:** философское, педагогическое образование, воспитание, учителя истории, категория, метод.

**Key words:** philosophical, pedagogical education, education, history teachers, category, method.

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**INTRODUCTION.** The research competence of the teacher in their modern form were not formed immediately, they have deep roots in the history of national pedagogy and education. Studying the dynamics of their formation, we were able to identify four relatively independent stages that are different from each other. A teacher working in the self-development mode seeks to study himself, allocates time for methodological reflection of his experience and future prospects, overcomes barriers and obstacles in managing personal professional development. This is the kind of teacher the school needs right now. Research activity requires a high level of knowledge, first of all, of the teacher himself, a good command of research methods, the availability of a library with specialized literature, and, in general, a desire to engage in research activities with students in depth.

Over the past 20 years, the forms of communication and transmission of information have undergone revolutionary changes, and schools still look the same as they did 200 years ago: a teacher lectures in front of thirty students [1;127].

In this regard, the question remains: how to teach? The question of how to teach is considered by the methodology. The word "method" in translation from ancient Greek means "way of knowledge", "way of research". A method is a way to achieve a goal, to solve a specific problem. Modern education sets before us the task of moving from dogmatic methods in cognitive activity to research methods, to reach the creative level of intellectual development of students.

The study of new material occurs in the process of internal interaction and increment of some knowledge to others.

Today, three types of activity, three learning technologies have become widespread: modeling, or game activity, communicative dialogue, or discussion activity, study of sources, or research activity. We can conditionally divide lessons with gaming activities into reconstruction games with an imaginary situation and roles, discussion games in which the situation is modeled with various forms of discussion, analysis of the past from the point of view of the present, and competition games with clearly fixed rules [2;98].

Lessons with discussion activities are built either on the basis of collective activity with a task for the whole class - a seminar, group work during a structured discussion, when each group performs its task, or individual work, when each student presents his project during the discussion.

Creative research activity can also be presented in various forms - in a practical lesson, a problem-laboratory lesson, in a research lesson itself, with reports, abstracts, and other creative works.

In the education system, the "cultivation of personality" becomes a priority, since today not only educated people are needed, but educated individuals. In pedagogical science, such concepts as "competitive personality" have appeared, i.e. a person who successfully competes with other personalities in a market economy, a "competent person", i.e. a person who has the appropriate knowledge and abilities to act reasonably and effectively in a particular area.

Modern reality requires graduates not so much deep factual knowledge as mobile knowledge, knowledge with a practical orientation, knowledge that can help students realize themselves, prepare for changes in the future, for the rapid changes taking place in the world.

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Often the textbook acts as the main source for building a lesson. Recently, textbooks on national history and the history of the world published in our country have been much criticized - a complex text compiled without taking into account age characteristics, discrepancies in names, dates, lack of maps, illustrations, competent tasks, etc. The textbook loses its competence role as a means of independent study of history and effective influence on the formation and development of personality [3;87].

**Discussion.** Modern life today imposes strict requirements on a person - this is a high quality of education, communication skills, dedication, creativity, leadership qualities, and most importantly, the ability to navigate a large flow of information.

These tasks include productive (creative). Completing such tasks, students will not find a ready-made answer in the textbook, which means they learn to apply knowledge in practice, design new methods of action, and form their own professional position. A modern lesson in a professional school is, first of all, a lesson in which the teacher skillfully uses all the possibilities and abilities of the student for his active mental growth, deep and meaningful assimilation of knowledge, for the formation of her personal and professional qualities [4].

To date, the situation is beginning to change, and the modernization of the system of methodological training of the future teacher determines the process of significant transformation of its structure and content. This is connected, first of all, with the problem of the lack of a unified system of professional and methodological training of teaching staff in pedagogical universities. In addition, the need for special methodological training of teachers for work in the system of inclusive education has recently become more urgent. The construction of a fundamentally new system of education in secondary school requires changes in the methodological training of the teacher, the formation of not only a tolerant attitude towards students with disabilities, but also the ability (readiness) to implement the educational process, interaction with such students [5]. In the process of introducing inclusion in education by school teachers and student interns, certain difficulties were identified when working with this category of students associated with the use of methods, forms and means of education, including active and interactive ones. This means that in modern conditions, future teachers of history, social science and law should master not only psychological and pedagogical knowledge and skills (competencies), the general methodology for teaching history, social science and law, but also the basics of special pedagogy, methods education of children with disabilities. As a result, the future teacher develops his own method of teaching social disciplines in the innovative educational environment of a secondary educational institution. In this regard, it seems expedient to include in the course the methodology of teaching subjects an independent module dedicated to the peculiarities of the teacher's methodological work in this area [6;22].

To date, one of the promising options for solving this problem can be elective courses, provided for by the variant part of the professional cycle of the studied disciplines, the content of which can compensate for training in the "missing" profile (history, social science, law). [7;299].

At the same time, it should be noted that recently there have been significant positive trends in the development of the training system under consideration, such as focusing on interactive forms of teaching future teachers in the context of an activity approach to their methodological training in a teacher training university; organization of professional training of a teacher based on the

technology of block-modular education; increasing the amount of independent work of students, their self-education within the framework of mastering disciplines (courses), introducing e-learning into the educational process of a teacher training university, etc [8].

**Conclusion.** Thus, the problems and contradictions that arise in the process of methodological training of a future teacher of history, social science and law are mainly related to the need to expand and deepen its content, which changes in accordance with the needs of the modern school, and trends affect the process of implementing this training, transformation due to the need to activate students, increase the level of their independent activity in the framework of obtaining professional education [9].

Thus, having considered only some of the modern problems of teaching history in schools, we can draw two main conclusions. Firstly, the thoughtful choice and application of modern teaching methods make it possible to solve one of the most important tasks of education - the formation of a competitive personality that is in demand socially and professionally [10].

Secondly, in the absence of "good" textbooks, the role of the teacher as a carrier and translator of information increases. The teacher has been and remains one of the main figures in the educational process, who, professionally mastering the methods of pedagogical activity, sets goals, predicts the result and makes informed decisions. The personality of the teacher is of great importance in teaching what is important in life [11].

The formation of the didactic culture of the future history teacher involves a consistent, phased mastery of didactic knowledge, skills, didactic-oriented competencies and the ability for self-development of subjects of education.

The developed model for the formation of didactic culture of a future history teacher helps to increase the effectiveness of the professional training of future history teachers at a university. The research materials can be used in the educational process of the university, in the system of professional development of teachers.

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