

PEDAGOGICAL ASPECTS OF FORMING STUDENTS ' COMPETENCE TO UNDERSTAND HISTORICAL REALITY AND EXPLAIN IT IN LOGICAL COHERENCE

Kabulov Sahab Abduqahharovich
Independent Researcher of UzPFITI

ABSTRACT

In this article in order to build a socially just society of pedagogical conditions of students-young people to understand the historical **reality and explain it logically**, to develop historical thinking, to educate them as well-rounded individuals with intellectual potential, to build a socially just society the development of growth through pedagogical and psychological means of influence is highlighted.

Keywords: education, youth, socialization, historical reality, logical consistency, creative, mature, individuality, mechanism, reform, initiative, volunteering, divergent thinking, competence, intellectual, motivational, moral education, forecasting, integration

On the basis of the reforms carried out in the field of education in the Republic of Uzbekistan, the formation of the competence of young people to understand the historical reality and explain it logically, which is the country's today and tomorrow, is being promoted as an important issue. The President of the Republic of Uzbekistan touched on the issue of raising mature young people who can think logically: on December 29, 2020, in his address to the Oliy Majlis, he said: "It is important for the young generation to grow up healthy and mature, who will ensure its future in the development of society. takes place. For this reason, we rely on our young people who are mature in every way, who have thoroughly mastered modern knowledge and skills, are determined and enterprising, to further increase the scope and effectiveness of our reforms . It is important to mature as a person with high logical thinking [1].

One of the main rules of the competence approach in education is the understanding of competence as a subjective quality of a person. This is the collective nature of educational activities and the assimilation of knowledge through strict social factors, the development of skills and competencies in students that depend on the subjective motives of studying, attitude to the subject of study, education it is manifested in pedagogical conditions, taking into account the abilities and experience of the recipient. For this reason, it is considered an urgent issue to look at the work that has been researched in recent years in scientific research , the formation of the competence to understand historical **reality and explain it logically**, as a factor affecting the social qualities of students in the educational system.

In the development of individual qualities in the student, we first consider the relation to historical reality as a social pedagogical necessity: based on the ancient Chinese pedagogical and moral views, ideas about the importance of individual characteristics were put forward to the learner, and the norms and principles of education knowledge was imparted through the first generalized ideas about These ideas formed the basis of further development of pedagogical ideas and practice. This tradition began to be used in practice for the first time in the "individual approach" accepted in society in ancient times. In the Renaissance and the New Age, the idea of an approach to individual historical reality began to be expressed in all spheres

of social life and increased attention to individual self-awareness, understanding, and individual life of a person.

historical **reality and its logical consistency** , we express it in the educational system through an individual historical approach, which consists in activating social projects with a pedagogical-psychological process that is relevant for the subject. We understand it as the activity of using methods and tools in pedagogical conditions that ensure the unique characteristics of the educational process . Factors reflecting the historical reality affecting the educational process also play an important role.

understand **the historical reality and to explain it in a logical consistency** at the stage of the development of the society are significant changes in the content of the science of history. development and implementation of theoretical and methodological approaches to the study of the past in the development of the competence of the history teacher in the educational process, the possibility of analyzing historical sources and the work of local and foreign historians in the training of science specialists is of particular importance in the development of society . Because, studying historical sources, the question of studying one's own research in connection with the development of modern advanced pedagogical and information technologies occupies a special place.

Through the development of practical-cognitive competencies of students studying in higher education institutions, the thinking of future specialists, independent work on themselves, development of creative-creative qualities in the process of preparation for education and in the process of education and training in the field of science in students Pedagogical and psychological aspects are important for the development of cognitive competence. Research conducted by scientists has paid special attention to the issues of elucidating the pedagogical and psychological aspects of the development of practical-cognitive competence in future informatics teachers.

NAMuslimov emphasized that "competence is the ability to use knowledge, skills and personal qualities for successful activity in a certain field" [2].

Dj.Patrick, P.White, as well as Canadian pedagogues A.Sears and E.Hughes stated that one of the most important factors in the development of social competences is the desire to support and develop democracy, which is achieved through qualities that help the development of civil society [3]..

In the opinions of Mr. Walo Hutmasher [19], the concept of "competence" is in the process of discussions as an undefined term until it enters the content of the concepts of "knowledge", "competence", "ability", "skill " . Competency approach in scientist education

It is interpreted in 5 aspects. That is, it interprets it into sociological, intercultural, communicative, technological, cognitive aspects [4] .

Therefore, in order to increase the meaning of the concept of "competence", we will pay special attention to the definition of this term, its general and specific features. When translated from Latin, this concept can be expressed as "sompententia" meaning a number of issues that a person knows well, has knowledge and experience. The difference between the concept of "competency" and the pedagogical concepts is that it occupies an important place in the composition of real-life objective concepts based on it. The misunderstandings and ambiguities surrounding the concept of "competence" stem from an objectivist perspective that is willing to accept a single

and true definition of competence. This problem is solved from the point of view of the constructive approach, which assumes the existence of several definitions. In this approach, the criterion of the adequacy of the concept is the boundaries of the semantic field, which have meaning in the context in which the definition is used.

In our view, the formation of the competence of history teachers to understand historical **reality and explain it logically** is a pedagogical problem:

firstly, the competence to understand the historical **reality and explain it in a logical consistency, by creating** an atmosphere of creativity in the educational process, brings out the work motives and opportunities of the students;

secondly, forming the competence to understand the historical **reality and explain it in logical consistency** has an external motivational effect on the group team in bringing out the qualities of creativity;

therefore, the ability to understand the historical **reality and explain it in a logical consistency will enable** students to achieve the activity skills set as a goal, to work on the basis of independent historical creative activity skills, and to develop the necessary skills and research abilities in the development of their personal qualities. The quality of realization of educational opportunities is currently considered as an urgent problem.

of history teachers to understand the historical **reality and explain it in logical consistency** The analysis of modern conceptual educational approaches to the development of personal-pedagogical qualities, the design and implementation of the educational process showed the existence of a number of shortcomings in the transition to a new stage:

the theoretical and practical basis of active involvement of the history teachers in the educational process in understanding the historical **reality and explaining it in a logical consistency is not sufficiently developed;**

the dynamics of increasing the level of development of teachers' ability to understand historical **reality and explain it logically in the educational process is not sufficiently developed;**

the problem of choosing the content of special courses as one of the forms of scientific research activity in the history teacher's ability to understand the historical **reality and explain it in logical consistency has not been solved, in which special course programs were formed without taking into account new achievements in the field of history;**

it should also be mentioned that innovative educational forms and interactive methods of teaching aimed at forming research competence of history teachers are not fully used.

historical **reality and explain it in a logical consistency** As a result of the acquired knowledge, specialists develop the following skills :

a special place is given to the formation of knowledge, skills, qualifications, experience of practical activity, competence in the training of competitive qualified personnel in the society; historical **reality within the field of science and to explain it logically in the course of** continuing higher education in the master's degree in the specialty chosen within the bachelor's course of study .

Schelling , one of the foreign scientists , dwells on the issues of **understanding the historical reality and the ability to explain it logically**. "miraculousness" creates in a state of unconsciousness, the process still takes place in the state of human subjectivity and therefore

depends on his freedom. According to Schelling, the work of the artist and philosopher represents the highest form of human activity.

Husserl views creativity as a science, emphasizes intellectual thinking, and believes that as a result of it, the intellectual reaches the level of a wise person [5]. Understanding the historical **reality and being able to explain it logically is the creativity of the individual**, creative thinking, creative activity, scientific and creative views, which are also discussed in the works of local and foreign psychologists.

In psychology, creativity is mainly studied in two ways, as a psychological process of new thinking and a set of personal qualities that ensure that a person is involved in this process. In the scientific literature, the problem of "creative activity" is more elaborated. According to LSVygotsky's definition, "what we call creative activity, regardless of whether it is an object of the external world created in creative activity or a certain structure of the mind or feeling that lives and is determined only by the person himself. We understand the activity of a person who creates something new" [6].

According to SL Rubinstein, the sudden opening of great discoveries cannot be denied, but their source is not "intuition", not an effortless, characteristically "sudden awakening of consciousness". This phenomenon only reflects a specific critical (critical) point, which is clearly visible, separating an unresolved issue from a resolved one. The sudden, "intuitive" nature of creative activity is reflected when the hypothetical solution is more obvious than the ways and methods leading to it. It is a kind of anticipation or anticipation of the results of the mental work that is now to be done. The thinking activity of a scientist is usually systematically expressed, and the expectation itself is the product of long-term conscious work. "Creative work of a scientist is creative work," says Rubinstein [7]

ANLeontev in his lecture "Experience of experimental research of thinking" emphasizes the determinants of the importance of experimentation in the study of creativity and offers his own interpretation of the stages of the creative process:

- 1) finding an adequate solution principle (method);
- 2) applying it in connection with the investigation, re-changing this principle in accordance with the characteristics of the problem to be solved [8].

According to him, the first stage is the most creative part of thinking activity, the main aspect of which is that "after fruitless attempts to find a solution to the problem, a solution suddenly appears, a new idea of a solution appears. It often emphasizes the coincidence of the circumstances under which such a sudden emergence of a new idea, a new principle of a solution [8; p. 5].

It was organized in Germany from foreign countries with an emphasis on 6 aspects of the competence approach. Therefore, their gradual introduction into the educational system in accordance with the current educational standard began to be introduced into the educational content based on the following competency approaches:

- Handlungskompetenz i.e., (behavioural competence); takes science and subject competencies;
- Fachkompetenz (professional competence) is aimed at emphasizing the formation of professional competence in students through this competence;

- Sashkompetenz (general knowledge competences) - independent thinking, creative thinking and ability to act, research and problem solving skills are formed;
 - Personalkompetenz (personal-competency) - the readiness and ability to understand, analyze and evaluate the ways of personal-ability development, the requirements and boundaries in personal, work and social life, the ability to choose and implement life plans;
 - Soziaekompetenz (social competences);
 - Lernkompetenz (educational competences) is directed to the organization of educational competences, which are equivalent to meta-competencies, during the educational process.
- In particular, as a result of one or another educational activity in scientific research conducted by scientists, the ability to understand historical **reality and explain it logically** is the acquired knowledge, skills and abilities of the student, as well as professional orientation. It is appropriate to analyze the issues of independent orientation. Thus, the analysis of the studied scientific and pedagogical literature shows that through independent learning, the future student **will be able to understand the historical reality and explain it logically** in connection with the independent thinking of the individual in his field of activity. formation of competence is important.

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