The Ability Lecturer of Historical Thinking in Historical Literature

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Abstract
The research paper provides a methodology for teaching a lecturer where the process is the formation of historical thinking, the subject of research is the development of historical thinking in history lessons.

Keywords: teaching, lecturer, formation of historical thinking, the development of historical thinking, history lessons.

Introduction
The ability to pose professional problems, taking into account the objective requirements of the pedagogical process, to solve these problems, overcoming the contradictions typical for teaching and upbringing and applying creative solutions, is a specific feature of the intellectual activity of a modern school teacher. The work of a teacher has never been successful only when following the established stereotypes of professional thinking; by its very nature, it requires constant updating of methods and forms of activity, critical introspection and the manifestation of the research qualities of the mind[1,2,3,4].

The formation of a new style of thinking in the context of the challenges of the information society among representatives of all professions and for the teaching profession poses the task of mastering a new style of pedagogical thinking. And this, in turn, requires a thorough intellectual preparation of future teachers even within the walls of higher educational institutions. Systematic work is needed, which is based not on the informational communication of knowledge, but on the organization of an independent "Getting" them by the student: the future teacher acts as a kind of discoverer of truths.

Methods of research
But as observations in schools show, teachers who have recently graduated from higher educational institutions have little ability to see and solve professional problems that arise in their work. Although the main task of teaching at a university is to develop creative thinking and professional skills of a teacher, his teaching is still mainly informational in nature. The student gets acquainted with ready-made conclusions and instructions, but is not an active participant in the development of pedagogical solutions, students do not have knowledge of logic and ethics, which are absolutely necessary for solving problems arising in the work of a teacher. Many students do not know how to quickly transfer knowledge of pedagogy, psychology, methodology and other subjects to specific pedagogical situations, since the development of methods of transfer with the help of special exercises in higher educational institutions is not enough [5,6,7,8].

Therefore, in order to successfully develop the professional thinking of a student, it is necessary to design a system of work to form the professional thinking of a future teacher on the basis of didactic conditions that ensure sufficient efficiency of this work.

The issues of interaction between literature and history in the educational process are an important component of modern educational programs. They contribute to the formation of a high moral and aesthetic attitude of students to the culture of their own state and awareness of its place in the world system.

Fiction, as well as scientific, is an irreplaceable source of knowledge, which is why it has been
actively used by teachers from the very beginning of teaching history.

Moreover, even now teachers are quite productively using fiction in history lessons.

Fiction is one of the sources of acquaintance with the historical past and an effective means of enriching the ideas of students, their spiritual and aesthetic education. Since history has existed, we have become accustomed to understanding a reliable story about the past, in which the author is responsible for every fact, for every word. The historical era is not a sum of disparate events, phenomena, persons. By its specificity, it is a system of qualitatively defined and diverse components. Among them, the literary heritage takes its place, interacting with other components. Coverage of the problem "History and Literature" requires the teacher to use the possibilities of intersubject connections, a comprehensive consideration of educational issues.

Fiction attracted to the lesson helps to concretize the historical material and formation of bright images of the past in students, which are an integral part of their historical ideas[9,10].

Fiction book helps the teacher maintain the attention of students, contributes to the development of interest in the subject. In fiction, those historical events are described very vividly and colorfully, about which the author of this or that work speaks. The teacher engages fragments of historical works in order to introduce the student to historical events or to recreate the flavor of the era, to give a picture or portrait description. In the practice of teaching history at school, works of fiction are attracted by the teacher in the classroom, in the out-of-classroom it is recommended for students for independent reading. But this does not limit the role of fiction in teaching history. A truly artistic literary image, realistically reflecting the social phenomena of a particular era, is a typical image that most fully and sharply expresses the essence of a given social phenomenon.

The involvement of literature increases the evidentiary power of the presentation. Fiction helps and fosters interest in a subject. Fiction that tells about the events of domestic and foreign history is extremely diverse and extensive, so the teacher is given a huge scope in the choice of works for their use in the classroom. Of course, the choice of specific novels, poems, poems and stories depends on the goals that the teacher sets for himself.

Works of fiction are recommended in all school textbooks for each course of history, are used as expressive material in the classroom. And fiction always serves for students as one of the important sources for acquaintance with the historical past and one of the effective means of their moral and aesthetic education. Because the liveliness and concreteness of the artistic image enhance, narrative and thus create more concrete historical ideas for students.

The artistic image, as a rule, is notable for accuracy and persuasiveness. is useful for a novice teacher, when preparing for a lesson, to include in the plan of his story separate, small passages, epithets, brief characteristics, vivid descriptions, apt expressions from the works of writers.

In works of fiction, we find specific material, as a rule, absent in textbooks the setting and flavor of the era, apt characteristics and details of everyday life, vivid facts and a description of the appearance of people of the past.

The use of fiction in the process of teaching history at school not only contributes to the solution of educational problems, but also helps to understand the essence of the era under study, to feel its flavor, the specifics of historical phenomena, and expands the horizons of students. It also solves educational problems: pictures of the past evoke certain emotions, make them worry, sympathize, admire, and hate. The life ideals of students are being formed. Images of fiction contribute to a more solid consolidation of historical material in the memory of students.

Students gain basic knowledge of history through the teacher's story. The threads of the story make connections in the minds of children with the past of the people and the country. The teacher's word, extremely accurate, full of impetuous thoughts and genuine feelings, largely predetermines the success of learning. However, the teacher does not always find the right range
of bright visual means for the concrete and imaginative transfer of knowledge. To help him, and therefore the students, the works of writers and poets should come.

But when selecting works of fiction for history lessons, there are two things to keep in mind.

First, the educational value of the material;

Secondly- its high artistic value.

The criteria for selecting literature are: scientific historical value, artistic merit, accessibility, age-appropriateness, educational value of the book. The selection of fiction for use in history lessons should be guided by two main points. First of all, the cognitive and educational value of the material, and secondly, the determining factor in the selection of the material is its high artistic value. It is recommended that you select for use in the classroom excerpts containing:

1. a living image of historical events, the study of which is provided for by the school curriculum and textbook;
2. images of historical figures, representatives of the popular masses and the image of the masses themselves;
3. a pictorial description of the specific situation in which the events of the past unfolded.

Fiction helps to better assimilate historical events. But not every piece of fiction can be used in a history lesson.

4. Classification of works of fiction for history lessons.

The first group includes works whose authors were direct participants or witnesses of the events of the period under study. They act as a source of historical knowledge in the form of original documents of the corresponding era. Their value lies in the fact that the authors saw the real picture of events and presented it in their work, adding at the same time an emotional coloring. Therefore, this group of fiction can be considered more truthful and objective than the second. It should be said that such literary sources may not always be understandable to students, and in this regard, the teacher must use pre-prepared fragments of works.

Another group is made up of works of historical fiction (historical novel, story, etc.). These works are neither literary monuments of the era, nor living evidence of its contemporaries, therefore they cannot serve as a historical source. But they can be an excellent means of acquainting students with the results of studying the past, moreover, in fascinating plots, specific images and expressive characters, i.e. the most accessible and interesting. These works give us the means to concretize and illustrate the presented educational material, help the picture of the presentation itself.

Students need to be able to distinguish between these groups of works. And here there should be a clear position of the teacher.

It is necessary each time in history lessons to educate students in a different attitude towards fictional works on historical topics, on the one hand, and to the literary monuments of the era, on the other, to find historical material in these works, linking its content with past events studied in the history course in school.

Depending on the educational tasks that the teacher sets for himself, this kind of differentiation of fiction gives him a wide choice in the use of fiction in history lessons. When using fiction, it is very important for the teacher to be able to accurately select the appropriate passages from the fiction.

The teacher must be fluent in all methods of working with fiction in history lessons in order to teach children the skills of working with text.

Methods and techniques for working with the text of works of fiction are very diverse and often depend on the topic of the lesson, on the age of the students, on the capabilities and abilities of
the teacher himself and, finally, on the literature itself.

The significance of fiction in solving cognitive and educational problems of teaching history is wide and versatile. Hence, the method of its application is also varied. There are lessons that can be built almost entirely on the material of fiction.

Reading excerpts from historical novels in class not only helps to solve the educational problems of the lesson, but is also one of the methods of promoting the book. And in such lessons, students get acquainted with the best examples of historical fiction, expand their horizons, and enrich their ideas about the past.

But reading large passages in class takes time. Therefore, sometimes you can limit yourself to recalling a literary image by referring to a literary work familiar to students. At the same time, a specific image, an episode is precisely indicated. Such references enliven the internal visualization of the presentation, enrich the perception of historical material, and facilitate its comprehension by students.

Perhaps it is worth talking about one more of the methods of using fiction in history lessons. This is an analysis of a literary monument. It is carried out either by the method of commented reading, or by the method of a detailed conversation. This work resembles an analysis of a historical document. The source is read aloud, and then begins to analyze it piece by piece, asking questions.

The methods and techniques by which fiction materials can be used are diverse. Much depends on the skill of the teacher, on the level of preparation of the class and many other conditions. Therefore, when planning the use of this or that passage in the lesson, it is necessary to proceed from the specific tasks of the lesson, from its main content and each time determine which of these literary materials, in what volume and in what form it is advisable to involve.

Results

All these methodological techniques take place in any history lesson. The teacher only has to competently and skillfully selects the most acceptable of them, based on the criteria for the selection of artistic material and other conditions described above.

Of course, our history is rich and varied. Our literature is no less rich. Therefore, such multifaceted and varied can be history lessons using fiction. And if there can be a successful example of establishing intersubject connections, then this is the connection between history and literature.

True, the artistic image is introduced not to decorate the lesson and entertain students, but to help in the knowledge of the historical past, i.e. to solve educational and educational tasks of the lesson. Purposeful and well-thought-out work on the use of fiction in the process of studying history will bring invaluable benefits to students, increase interest in the subject, and ensure greater efficiency of the history teacher's work.

Fiction is the most important means of cognition of social and historical phenomena, and also contributes to the development of figurative thinking in students, the ability to analyze the information received, compare, highlight the main thing.

The use of fiction in the process of teaching history at school not only contributes to the solution of educational problems, but also helps to understand the essence of the era under study, to feel its flavor, the specifics of historical phenomena, and expands the horizons of students. It also solves educational problems: pictures of the past evoke certain emotions, make them worry, sympathize, admire, and hate. The life ideals of students are being formed. Images of fiction contribute to a more solid consolidation of historical material in the memory of students.

The history lesson should not be oversaturated with literary images, they should be used appropriately, dosed. A rational attitude to the riches of fiction will make the lesson harmonious,
deep, “strong”, and students' knowledge - solid.

An important means of enhancing the process of forming professional thinking in students is the connection of training sessions with pedagogical practice (Table 1).

**Table 1. Stages of the formation of special didactic skills**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Stage elements</th>
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<tr>
<td>Preparatory</td>
<td>1. Characteristics of skills</td>
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<td>2. Demonstration to students of the practical significance of each skill in the system of preparing the teacher's professional thinking</td>
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<tr>
<td>Assimilation of actions according to the pattern</td>
<td>1. Showing a sample of performing actions that are part of the skills.</td>
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<td></td>
<td>2. Observation and analysis of the sample by students</td>
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<td></td>
<td>3. Fulfillment of tasks for the implementation of individual actions, included in the skills.</td>
</tr>
<tr>
<td>Independent, performance, action</td>
<td>1. Self-execution action based on existing knowledge and perceptions.</td>
</tr>
<tr>
<td></td>
<td>2. Analysis of the activities of others.</td>
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</table>

Thus, students-historians of teacher education perform the following tasks:

1. to realize the goals of the work, its content, the need to systematically use such teaching methods and means that meet the characteristics of the historical material and develop historical thinking;

2. to identify in a timely manner (through oral and written testing of knowledge and skills) the level of preparedness of students of each class: how they understand the methods of their learning activities and operate with them, what basic skills they are fluent in;

3. to organize the process of teaching history in such a way that the formation of knowledge and skills is organically combined;

4. purposefully and systematically apply the system of methodological means of forming students' skills:
   a. explain the essence and practical significance of each method of educational activity in relation to the knowledge of history; apply reminders with a list of actions to be performed;
   b. plan assignments and tasks, including problematic ones, for each section and major topics of the course, taking into account the prospects for the formation of various methods of activity necessary for the assimilation of this historical content;
   c. instruct students to complete tasks and tasks of increasing complexity (mainly from textbooks), which consolidate their knowledge of ways of activity, teach the creative application of the acquired skills;
   d. create problem situations in the classroom that stimulate the use of various methods of cognitive activity, and with their help operate with theoretical knowledge;
   e. systematically monitor the cognitive activity of the class, in particular, review detailed answers of a different nature, analyze plans, synopses, abstracts in terms of content and form; to establish interdisciplinary connections on the formation of general educational skills of schoolchildren, contacts with teachers of related subjects; agree with them the timing of the explanation and consolidation of similar or similar methods of educational activity, the use of the same type of memos; a unified system of requirements and control in relation to the skills of students.
Conclusion

Consequently, during the period of pedagogical practice, the process of formation of the professional thinking of future teachers is intensified, their theoretical knowledge, professional qualities of the teacher's personality are updated.

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