Pedagogical And Methodological Aspects Of The Formation Of Historical Thinking In A Future Teacher

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Abstract. In This research paper analyzed of various classifications of teaching methods showed that of the greatest interest for our topic are practical teaching methods that open up wide opportunities for the use of sources in history classes. Also important are the methods of stimulating and motivating learning, which include play, discussion and research lessons. For the most productive and effective use of the source in the system of higher education in history, the greatest opportunities open up when introducing methods into teaching practice that stimulate the search activity of students, namely: problem learning, the research method of teaching, as well as the partial search method. At the same time, the acquaintance of future history teachers with modern scientific research, unsolved problems can intensify the process of assimilating new knowledge, help consolidate already received information, and also significantly increase the efficiency of work with sources.

Keywords: Future teacher, genius, historical thinking, pedagogical and methodological aspects, skill, professionalism, professional vigilance.

INTRODUCTION

Modernization of the content of the development of historical thinking in a future history teacher is the process of choosing the content of education based on modern requirements, creating innovative forms, methods and means of organizing the educational process, introducing new products into the existing didactic parameters, processing, replenishing the revealed void, ensuring continuity and continuity.

The development of science and technology in modern conditions requires a radical change in the requirements for education and its results, and based on this basis, the present time sets before teachers the important task of creating new generation standards. If the State educational standards created so far have been based on the system-activity approach, now it is required to determine the goals of higher educational institutions from the way of assimilating the knowledge, skills and abilities of future history teachers to competencies aimed at self-development, based on the justification of the competence-activity approach. Because the importance of the educational process, organized in higher educational institutions, consists not only of developing the needs and abilities of future history teachers, but also the transmission in an informational-verbal way, mainly, of knowledge on academic subjects, the formation of their skills and abilities. The information assimilated in such a reproductive way does not provide sufficient opportunity for the development of the practical experience of future history teachers. As a result, future history teachers notice such differences as the useless collection of many information, the low efficiency of education and its inconsistency with reality. Rather, it seems that future history teachers seem to have moved away from real life, as if the goal is to assimilate only that information that has been collected in advance. Thus, the definition of the goal of education limits the activity of future history teachers, as a result of which its realized both in personal and social terms is lost.

The only way out of this problematic situation is to introduce a new, that is, a competent approach in general secondary education. Of course, the introduction of a competent approach into the system of higher educational institutions presupposes, first of all, its comprehensive, scientifically, in-depth study. Although the competent approach for higher educational institutions can be interpreted as a phenomenon, it should be emphasized that it is deeply understood and has its place in pedagogical science. Especially, recently, in the analysis of problems in the field of education, terms such as "competence", "competence", "basic competencies" are widely used.

In the pedagogical community, the process of determining competence and competence, which of them is considered to be the basic (universal), of their formation and identification of assessment methods, is being rapidly conducted; heated discussions continue to identify these concepts. The competence-based approach requires from the future teacher not only the assimilation of knowledge and skills separately, but also mastering them in integrity. In connection with this requirement, in turn, the system of choice of teaching methods will undergo changes. The choice and application in practice of teaching methods, in turn, requires the improvement of competence and functions that meet the requirements of the educational process.

Methods of research.

Competencies should differ in the extent to which they are used in educational practice. The project developed by the Republican Education Center defines key and specific competencies, but general (in subjects) competences were left aside. This is why the design is out of sequence.

This means that in relation to the content of education, three levels of competence differ:

key competencies related to the content of higher education institutions;

general competencies related to a specific group in specific subjects, based on the display of reality;

private competences, covering and forming the framework of one subject.

Naturally, future teachers involved in the practice of education will be interested and puzzled by one question: will the relationship of competences with traditional didactic parameters be preserved or not? In order to find the answer to this question, it is required to disclose the essence and content of the concept of "general educational competencies" by identifying the structural structure of competencies.

The composite competency framework covers the following:

types of competence that have a general sequence: (key, general, specific competences);

competencies as the area of real objects of reality, which are confirmed;

social and practical necessity and importance of competencies;

awareness by the future teacher of the essence and content, as well as personal significance in relation to the object;

assimilation of information related to a real object;

minimum experience of the necessary activity of a future teacher in a certain area of competence;

indicators - samples of tasks related to identifying the competence of a future teacher in teaching, monitoring and evaluation, taking into account the stages of education.

To determine the content of higher educational institutions - key, general and specific competencies, a separate need arises for the design of technological stages of production. Based on the conceptual foundations of the design of general educational competencies, the stages of choosing the competent content of the development of historical thinking in future teachers have been determined (Table 2.1.1).

Table 1.

Technology for designing general competencies for the formation of historical thinking

Stages	Content	Expected Result
Search	Implementation of a competent approach to the formation of historical thinking in subjects	Key competencies will be clarified
Integration	Build a competency tree and ensure consistency	Common competencies will be designed
Individualization	Designing competence in specific academic disciplines	Private competencies will be developed

Stage I - identifying key competencies in history and disciplines. In the process of research, the following key competencies of disciplines related to the development of historical

motivational and cognitive competencies: focus on cognitive activity, awareness of educational and cognitive activity, creativity, behavior in non-standard situations, independence in solving educational problems;

information competencies: work on information (familiarization with information, their analysis, comparison, generalization, information processing), protection against information attacks, mastering the culture of information consumption;

communicative competencies: linguistic literacy, mastering the rules of literary and scientific methods, mastering verbal and non-verbal speech skills, exchanging opinions, entering into free communication when analyzing reality, the ability to show your objective attitude to historical and modern processes, the ability to listen to opinions and analyze semantic features;

ICT competencies: the ability to help students use ICTs to improve the effectiveness of educational work; the ability to help students in mastering knowledge to solve complex problems that are found in the real world; the ability to help students produce new knowledge that is necessary for the harmonious development and prosperity of society;

competencies related to citizenship: awareness of the importance of reforms implemented in the political, socio-economic, spiritual, educational, cultural spheres, analyzing in a single rhythm the national and cultural heritage, past, present and future of the people, active participation in social and political life, manifestation of activity in projects carried out in makhallas by self-government institutions, social movements, as well as primary organizations;

spiritual and moral competencies: mastering and adhering to the norms of behavior adopted in society, mastering high spiritual and moral qualities and turning them into a criterion for one's life, the ability to fight against spiritual threats, active participation in spiritual propaganda and propaganda work.

acmeological competences: belief in oneself and in what surrounds him, to fully realize his desires and needs, to determine the opportunities available today and creative development in the future, the ability to

change reflection, identification, interiorization, one's views, beliefs and attitudes; axiological competences: the ability to evaluate an event axiologically, to realize the value of natural and social events, to enjoy, enjoy, feel responsibility, the future teacher's awareness of his position and readiness for activities related to certain values, problems reflecting various facets of life, as well as views expressing their solution, ideas, teachings, identifying the value of real processes of requirements and needs;

aesthetic competencies: assimilation of the meaning of being in accordance with beauty on the basis of deep experiences, managing your feelings and passions, worrying about incidents, joy, anxiety, hatred, artistic and aesthetic reality, the spirituality of its society, boundaries, understanding the place of the renewal process.

At the next stage, in order to find the general and provide a connection between the core and specific competencies, it is necessary to create a "Competence Tree". For objects serving the development of such historical thinking, real objects of a general nature of cognitive activity rely on techniques, as well as skills, qualifications and activities. The provision of general competencies for the design of this stage in the form of a table corresponds to the objectives given in the following form (table 2.1.2):

Table.2
Technological map of general competencies

Key competence	General competence	Private competences		
		The ABC of Ethics	History	The idea of national independence and the foundations of spirituality
Motivational-cognitive (focus on cognitive activity)	Interest in cognition	Positive attitude towards national education and rules	Observing the course of historical events	Following good aspirations
	Cognition needs	Internal desire to master ethical and moral rules	Inner desire to study historical objects	Desire to have your own personal idea
Informational (work with information)	Getting to know the information	Acquaintance with the types of ethics of a certain people	Acquaintance with historical information	Acquaintance with the national idea and its basic concepts
	Analysis of information	Analysis of the differences between morality and immorality	Analysis of the causes and consequences of historical events	Analysis of constructive and destructive ideas
ICT competence	the ability to help students use ICTs to improve learning efficiency	help students in mastering knowledge to solve complex problems that are found in the real world	Comment on historical events, participate in the discussion	Explain the meaning of the national idea and discuss in groups
	Semantic orientation	Understand the meaning of concepts related to ethics and morality	Compare semantic features of historical terms	Understand ideology expressed in the form of speech, writing and image
Ideological competence	Realize the ideological picture of the world	Realize that immorality is evil	Assess the negative impact of wars on human development	Awareness of the essence of destructive ideas
	Ideological immunity	Know that all nations are equal, brothers and sisters	Realize the historical significance that an idea can only be fought against by an idea, against a thought by thought	Demonstrate vigilance and mindfulness in practice
Civil	Understand the essence of reforms	Know information about the historical buildings and	Become aware of the recreated history of the people, assessed	Understand that the main and main sources of reform are

		monuments restored during the years of independence	as objective and impartial	the national idea
1980	Take an active part in the life of the mahali	Realize that makhalla is a national value inherent to the Uzbek people	Explain the stages of the historical formation of the mahalla	Respect the traditions of the makhalla, accept them as our civic responsibility
Spiritual and moral competence	Fight spiritual threats	Know about the types of national musical art and their directions	Assess the place and significance of spiritual and moral factors in the historical process	Be alert to the invisible dangers, be aware of their true goals
	Promote spirituality	Teach the rules of national ethics to minors and demonstrate examples	Take part in programs, "round tables", competitions dedicated to historically richly formed and unique spirituality	Love art and literature, through this to promote spirituality
Acmeological competence	Creation	Write poetry, short stories in conjunction with national ethics, make a cluster with drawings	Create a training project and portfolio based on historical sources	Take part in the project "My creative idea"
	Ability to determine the future	Agree to be an example for others in their behavior and upbringing	Be proud of your history, strive to realize the aspirations and dreams of your ancestors	Fulfill your desires and dreams based on the idea of national independence
Axiological competences	Focus on values	Accept ethics as a value and choose it as an ideal for your actions and deeds	To look at historical reality from the point of view of the human factor as a single system of values	Realize the national idea as a value and demonstrate this in practice
	Axiological assessment	Analysis of life events related to ethics and morality, give an individual assessment	Assessment of historical reality in the life of a person and society from an axiological point of view	Assessment of the significance of the national idea in the process of socio-political, economic and spiritual renewal of society
Aesthetic competencies	Aesthetic meditation	The joy of "Magic Words", hatred of bad temper	Enjoy aesthetic feelings, enjoy and be aware of responsibility	Understand the importance of art in restoring historical memory
	Aesthetic taste	Assess the ethics of people based on aesthetic and moral criteria	Give an aesthetic assessment of historical objects, looking at the style, structure and consistency of construction	Distinguish between beauty and plainness in ideological sources, collect good morals

In order to develop historical thinking, objects directly related to each other, to identify their competencies, the following components should be designed:

1. Objects of reality: natural, political, socio-economic, cultural, subject and technology, literary and historical sources and others. In accordance with academic disciplines, real objects or events are divided. For example, in ethics, ethical and moral criteria are greeting, ethics of communication, generosity and modesty, the ability to behave at the table, dress, etc .; in the disciplines of history, material and spiritual sources, as well as historical events - archaeological, ethnographic, linguistic, anthropological sources, the first emergence of city-states, the formation of the Uzbek people, etc .; in the subject of the idea of national independence and the basis of spirituality, types of ideas, sources, forms of ideology - creative and destructive ideas, historical, cultural heritage, spiritual threat, mass media, advertising, etc.

2. General cultural knowledge about the studied reality: concepts, terms, arguments, ideas, hypotheses, rules, laws, theories, opposite approaches of the student, knowledge to a certain object is formed from his attitude.

3. General and educational and cognitive skills, methods of qualifications and activities. Systematization of general and educational and cognitive skills, qualification methods and activities increases the ability to specifically define competencies. For example, elements of logical thinking (the ability to analyze, generalize, etc.) can serve as methods of general activity in the process of mastering the subject of history, analyzing the exact historical reality, generalizing, comparing and drawing conclusions, which can be defined as a private competence.

The requirements put forward for the formation of the private meaning of this competence in a future teacher serves to determine its essence and meaning. For example, a logical analysis of historical reality, in turn, requires an accurate definition of "identifying and systematizing the causes of historical reality, factors and consequences."

Thus, the formation of a group of private competencies requires an integrated approach to the elements that are in the competence:

a) an object of reality; b) knowledge, skills and qualifications related to this object of knowledge, as well as the social significance of methods of activity; c) the personal significance of the formation of any competence in future history teachers.

Thus, we came to the conclusion that the introduction of a competent approach into the higher education system, firstly, enables future history teachers to transform knowledge, skills, and practical activities into personal experience, and secondly, it serves to ensure integration between them, thirdly, guarantees an increase in self-development, independence, creative activity for future teachers of history, and fourthly, the development of historical thinking, in turn, makes it a condition for mastering the same complex competencies.

In education, the use of information and communication technologies (ICT) has grown steadily over the past twenty years. Although many works of domestic and foreign scientists are devoted to the analysis of the application of information technologies (IT) in the field of education, the diversity of IT, their continuous development and updating constantly pose new questions for researchers about the conditions for their implementation. Such domestic and foreign authors as A.A. Andreev, R.V. Bochkova, S.G. Grigoriev, V.V. Grishkun, N.A. Goncharova, G.M. Kiselev, V.V.Kondrat'ev, E.S. Polat, V.V. Robert, I.V.Uskov, JDAngrist.

First generation IT - basic use of technology: computer-assisted and website-assisted learning; Second generation IT - corporate systems: Learning Management Systems (LMS) and Content Management Systems (CMS); Third Generation IT - Fragmentation and Diversity: Social Media, Software Development for E-Portfolio and Massive Open Distance Learning Courses (MOOCs), Collaborative Development; 4th Generation IT - Adaptive Learning, Distributed Infrastructure, Competency Models. Each stage is characterized by a combination of the following factors:

1. Control in the process of interaction between students and the teacher / educational institution, including structured and unstructured study assignments.

2. Ownership of data and content - student or educational institution.

3. System integration - weak connection (data exchange occurs through standard interfaces) or hard connection (level systems of the organization).

Structure - centralized and decentralized teaching approaches.These four factors (control, ownership, integration and structure) provide the basis for the analysis of IT tools and their application in higher education. Learning using computers and websites became widespread in the 90s of the last century. Most often, this stage was characterized by the use of individual ICT tools in the educational process, as well as the creation by individual teachers of their own unsystematic websites, where one could find additional information on the discipline and useful links to simulators and discussion forums. In the late 90s, training systems (OS) appeared, providing a greater degree of integration of training and the ability to control the learning process of an educational institution. Learning systems included the ability to store content, track student learning outcomes, standard course presentation, intra-institution integration, and relative interactivity. In the early 2000s, the most common operating systems were Blackboard, WebCT, and Angel. Free operating systems such as Moodle and Sakai also had a large share of the IT education market. In 2004, the concept of Web 2.0 appeared - an integrated approach to organizing, implementing and maintaining Web resources. Within the framework of this

concept, projects and services are improved or developed by the users themselves, and blogs, wikis, social networks, etc. are used as learning tools. Despite the new learning opportunities presented by Web 2.0, learning tools were scattered, there was no sufficient integration within the educational institution , and learning outcomes were not standardized and presented difficulties in assessment. As a consequence, the use of Web 2.0 technology was limited to its use by a limited number of teachers who had sufficient knowledge of IT.

In 2008, the first projects of massive open source distance learning courses were launched, which used a combination of different technologies, "bringing together" disparate interactive tools. This allowed users to control the choice of tools for their learning and, at the same time, met the requirements of teachers. Currently, well-known universities are interested in the development of massive open distance learning courses, which in cooperation offer their educational platforms - edX, Coursera, National Platform, etc. [85, 173, 174]. Another important, albeit less well-known, third-generation IT element is the e-portfolio. E-portfolio creation assumes that the user provides "evidence" of their skills and abilities for their assessment - comparison with the existing requirements in a particular industry. Thus, the electronic portfolio allows you to implement the basics of the competence-based approach in education, which is used in a number of commercial and free programs. Third-generation technologies within the OS basically imitated the existing pedagogical models of classical education. The emerging technologies of the fourth generation are aimed at the implementation of a competence-based approach in education, adaptive, individualized learning and self-study. Thus, if the very first IT in education was based on the individual use of a computer, modern IT today is mainly located on the network (or cloud) and is socially oriented. This transition has ensured wider access to learning resources and effective use of end-user networking. It can also be noted that new ITs are increasingly focused not on classroom work, but on the independent work of students. This raises the question of the future of IT in education, and how IT can change the entire educational process. The concept of maximum involvement of ICT in the learning process and exclusion of classroom activities with a teacher led to the emergence of e-education. E-learning is mainly referred to as teaching, the content and methods of which are presented on CD-ROM, on the Internet or intranet, through audio and video recordings, satellite broadcasting and interactive television. Although researchers offer different definitions, e-learning is generally accepted as a generic term for virtual learning, online learning, web learning, machine learning, ICT-enabled distance learning, etc. It has been proven that e-learning has a number of advantages, including improving student motivation and their involvement in the learning process, interactivity and personalization. Technology-rich innovative learning environments. However, the experience of using e-learning has also revealed a number of shortcomings: the inequality of electronic communications - lack of direct communication characteristic of traditional education (the student often lacks such important information channels as facial expressions, gestures, tone of voice, eye expression); the problem of insufficient motivation of students, especially typical for users of free e-courses - in comparison with the traditional form of training, a very small percentage of users who registered for the course reach the end of the e-course; the problem of carrying out control activities - student fraud in exams, special procedures are needed to identify the user. An approach that combines the benefits of traditional classroom learning and e-learning is called blended learning. Blended learning (sometimes, hybrid learning) is defined as a combination of traditional and technology-mediated forms and methods of learning. Systematization of blended learning still requires further refinement, but criteria such as type of course (predominance of traditional or e-learning), learning conditions (use of technology in the classroom or for its limits), frequency (use of technology on a regular basis or from time to time), learning trajectory (learning in groups or individually), learning outcomes (acquiring new knowledge and skills or deepening knowledge and skills that the student already possessed). More and more experts agree that one of the most promising methods of blended learning, allowing to effectively realize the potential of IT, will be the technology of "inverted classrooms". This technology involves a departure from the traditional redistribution of hours for classroom and extracurricular work, when students are introduced to new material at home, with the help of IT, and within the framework of classroom work, joint activities are organized aimed at developing new knowledge and skills. Thus, within the framework of global trends in the field of education, the study of the possibilities of IT for the organization of IWS is an urgent area of pedagogical science. However, more and more often the question arises about the validity and appropriateness of their use to achieve certain goals the results of foreign studies can be divided into two categories: some scientists believe that the use of ICT in education does not affect student performance made it possible to identify the following groups of didactic properties of ICT tools that are important for CDS:

1. Didactic properties of ICT, reflecting the information aspect (presentation and access to information), namely, the ability to: self-edit, process and store large amounts of information in different formats;

independent search and download of historical literary texts in different formats; the possibility of individual systematization of a large amount of information; using an automated training and assessment process; creation or use of ready-made software for solving specific problems; individualization of training due to the possibility of choosing your own educational trajectory.

2. Didactic properties of ICT, reflecting the communication aspect (interaction between users, collective learning): the possibility of "broadcasting" - transmission of information in different formats to different parts of the globe: transmission of a large number of messages to several users at the same time; the possibility of dialogue: extracurricular communication with the teacher; extracurricular communication with students; asynchronous communication; the ability to communicate at different levels of the organization. The listed didactic properties determine the didactic functions of ICT, which make it possible to diversify the process of organizing the CDS and make it more effective. The didactic functions of ICT will be understood as the external manifestation of the properties of ICT tools used in the educational process with specific goals

The use of ICT tools in the organization of students' IWS allows: to develop research skills: the skills of obtaining information from a variety of historical literary texts, its processing and design with the help of modern software; provide access to all resources of the course of the discipline for repeated or independent study; develop skills in analyzing, organizing and evaluating information through various means - tables, diagrams, infographics, etc .; automate the process of completing and assessing homework using electronic tests, training programs, special software; to develop the skills of working with special programs and applications, which the student can use in the future in their professional activities; develop skills in the use of technologies that are important for future professional activities; send or demonstrate the results of independent work to a wide range of people; organize online consultations and control events with teachers in a synchronous and asynchronous mode; organize synchronous and asynchronous online group discussions, consultations, peer review events; organize independent work of students, taking into account interdisciplinary connections (joint creation of courses by teachers of different disciplines); save the results of the CDS in an electronic visual form and take them into account when planning further CDS. Arguing about the effective implementation of the didactic functions of ICT, many researchers express ideas about the need to integrate the use of ICT in the framework of the personality-oriented and activity-based approaches. As mentioned earlier, one of the effective methods of organizing the CDS, which implements the activity foundations of the competence-based approach, is the project method. What can be the implementation of the above didactic functions of ICT when students carry out a project with their use? Here is a general typology of projects using ICT tools based on the nature of the dominant type of activity and the corresponding didactic functions of ICT. Research projects are similar in structure to the structure of scientific research. Research within various disciplines involves setting a problem, arguing its relevance, setting goals and objectives, choosing research methods, analyzing the literature and collecting information on a given problem, choosing a solution to the problem and justifying it. These projects are recommended to be carried out using ICT tools, if the collection of information requires: analysis of a large amount of various kinds of information, including sources of information that are not available in the library of the educational institution; the use of special software for data analysis (statistical analysis of texts, etc.); the need for a request in the absence of information in the public domain; the need to formalize project results using ICT tools. Telecommunication projects involve the establishment of contacts through telecommunication technologies in order to cooperate to solve common problems. A.V. Mogilev identifies the following types of telecommunications that determine the type of project: free correspondence; global class (joint study of one topic); electronic meetings (synchronous and asynchronous communication on the Internet); e-learning (change of lecturers); role-playing games; projects on joint problem solving (based on competition or cooperation) [Mogilev, A.V. Informatics: textbook. manual for stud. ped. universities / A.V. Mogilev, N.I. Pak, E.K. Henner; ed. E.K. Henner. - M .: Publishing Center "Academy", 2012. - 848 p.]. By definition, telecommunications projects cannot be implemented without the use of ICT tools.

Practice-oriented projects are aimed at the result of activities and the development of a project product. At the same time, the need to create a project product should proceed from the analysis of the social and professional interests of students. These projects are recommended to be carried out with the use of ICT tools, if: the creation of a project product requires the use of ICT tools; the creation of a project product requires skills and abilities related to the use of ICT, which are important for the future professional activities of students. It should also be noted that the project can not only be implemented using ICT tools, it can also be coordinated using ICT tools. The teacher can control the implementation of the project through various types of electronic communications, using Web 2.0 technologies, his own website, e-mail, training systems, etc. The undoubted advantages of using OS in this type of activity are the availability of standard tools for organizing the learning process and integration within the educational institution. A popular learning environment for the implementation of educational projects is the Moodle environment. This learning environment provides key capabilities for project management: posting text, video and audio materials, messaging, discussion in forums, etc. Thus, thanks to the development of technology, we can talk about the emergence of a new type of projects - electronic projects. This term is found in foreign literature (e-project), in modern works telecommunication projects are often mentioned.

Let's clarify this concept. In the definition of ES Polat, the project method is a set of educational and cognitive techniques that allow you to solve a particular problem as a result of independent actions, students with the obligatory presentation of these results. Taking into account the peculiarities of the organization and

implementation, the method of electronic projects can be defined as a set of educational and cognitive techniques, organized in an electronic environment, aimed at solving a particular problem and obtaining the final product using ICT tools.

Thus, we can distinguish three conditions for the organization and implementation of electronic projects: 1. Coordination and phased planning of the project should be implemented in an electronic environment. 2. The project product must be electronic or exist in electronic form. 3. Most of the work on the project should be carried out in an electronic environment, while within the framework of the classroom work, it is possible to conduct separate consultations and the final control event (project defense). Taking into account the activity foundations of the CDS, (problem-oriented nature; commonality of the components of educational and professional-pedagogical activities; updating competencies throughout the entire period of study), the use of the method of electronic projects for organizing independent work of students within the framework of the competence-based approach will be more effective if implemented requirements for interdisciplinarity, professional orientation and consistency. Thus, this study proposes the concept of a method of interdisciplinary electronic projects, which is defined as "a set of educational and cognitive techniques and procedures organized in an electronic environment, contributing to the development of professional competencies of the future history teacher through: the implementation of interdisciplinary communications during the implementation of the project by means of ICT; creative, synthetic application of knowledge, abilities, skills and their transfer to professional activities. " Due to the insufficient amount of data and research on the application of electronic projects and their effectiveness, this problem requires further study. In our study, the method of interdisciplinary electronic projects is applied taking into account the requirements for the effectiveness of projects aimed at shaping the historical thinking of future history teachers. The implementation of the consistency requirement presupposes the development of a system of electronic projects that ensure the gradual formation of the ICT competence of the future history teacher. The set of project products is organized in the form of an electronic portfolio, which can be presented by a graduate to confirm the level of development of his ICT competence.

Conclusion

Of all the methodological approaches, a competence-based approach was singled out on the basis of which competencies were defined, which are aimed at the formation of historical thinking in the future history teacher. These included: motivational and cognitive competencies; information competencies; communication competencies; ICT competencies; competencies related to citizenship; moral competence; acmeological competence; axiological competence; aesthetic competence.

Artistic historical works are the most important and basic means of understanding various aspects of historical reality, both material and spiritual components. Due to the fact that the use of fictional historical works in history classes is the most important component in the formation of historical thinking in future history teachers, it should be noted that the partial introduction of scientific research methods into the teaching process can greatly increase the effectiveness of the learning material assimilation by future history teachers.

An analysis of various classifications of teaching methods showed that of the greatest interest for our topic are practical teaching methods that open up wide opportunities for the use of sources in history classes. Also important are the methods of stimulating and motivating learning, which include play, discussion and research lessons.For the most productive and effective use of the source in the system of higher education in history, the greatest opportunities open up when introducing methods into teaching practice that stimulate the search activity of students, namely: problem learning, the research method of teaching, as well as the partial search method. At the same time, the acquaintance of future history teachers with modern scientific research, unsolved problems can intensify the process of assimilating new knowledge, help consolidate already received information, and also significantly increase the efficiency of work with sources. The research method in relation to teaching history at the university implies, among other things, working with historical works of art. The introduction of the methods of science into the practice of teaching is considered by many didactics as the highest level of educational activity.

Modern researchers consider pedagogical technologies to be one of the most effective ways of forming historical thinking in history lessons. We have identified three technological models: games, discussions and research. It was found that the use of these models in history teaching can have a positive effect on the effective formation of historical thinking in future teachers.

At the same time, in the conditions of informatization of society, the future teacher should not only possess the skills of using information and communication technologies in the educational process, but also be able to instill in students the skills of computer literacy, teach them to use IT to solve problems that are relevant for modern society, be able to create electronic portfolio, electronic projects for the study of historical literary texts.

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