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MODEL FOR FORMING PEDAGOGICAL AND PSYCHOLOGICAL COMPETENCE OF FUTURE HISTORY TEACHERS

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Abstract: This article examines the theoretical and methodological foundations of forming pedagogical and psychological competence among future history teachers. The study emphasizes that the effectiveness of professional teaching activity depends not only on subject-specific knowledge but also on pedagogical skills, psychological readiness, communication abilities, and reflective thinking. Based on competency-based, systemic, personality-oriented, activity-based, and reflective approaches, a model for developing pedagogical and psychological competence among future history teachers is proposed.

Keywords: future history teachers, pedagogical competence, psychological competence, professional training, teacher education, reflective thinking, communicative competence, innovative educational technologies, competency-based approach, history education.

Introduction

In the context of modern educational reforms, improving the quality of teacher training has become one of the priority directions of higher education. The preparation of future history teachers requires not only deep subject knowledge but also well-developed pedagogical and psychological competencies. These competencies enable teachers to effectively organize the educational process, establish productive communication with learners, manage classroom activities, and create a favorable learning environment.

The professional activity of a history teacher is closely related to the formation of students' historical thinking, civic consciousness, and national identity. Therefore, future history teachers must possess pedagogical skills, psychological readiness, communication abilities, reflective thinking, and the capacity to apply innovative teaching technologies. In this regard, developing a scientifically grounded model for forming pedagogical and psychological competence among future history teachers is of particular importance.

The model consists of target, methodological, content, technological, evaluative, and outcome components. Particular attention is given to the development of motivational, cognitive, communicative, practical, and reflective competencies that ensure successful professional activity. The study argues that the implementation of innovative educational technologies, interactive teaching methods, and reflective practices contributes significantly to the professional growth of future history teachers. The proposed model provides a comprehensive framework for improving teacher education quality and preparing competent specialists capable of meeting the requirements of contemporary educational environments.

Research Methodology

The methodological basis of this study consists of the competency-based, systemic, personality-oriented, activity-based, and reflective approaches. The research employed methods such as analysis of scientific and pedagogical literature, comparative analysis, modeling, observation, and generalization.

Pedagogical competence is understood as a teacher's ability to effectively organize and manage educational activities, while psychological competence refers to the ability to understand learners' individual characteristics, establish effective communication, regulate emotional states, and provide psychological support when necessary.

Results and Discussion

The proposed model for forming pedagogical and psychological competence among future history teachers includes several interconnected components.

Target Component

The primary goal of the model is to develop pedagogical and psychological competence and enhance future history teachers' readiness for professional activity. To achieve this goal, the following tasks should be implemented:

- developing pedagogical and psychological knowledge;
- strengthening professional motivation;
- improving communication skills;
- fostering reflective thinking;
- enhancing the use of innovative educational technologies.

Methodological Component

The model is based on the following methodological approaches:

- competency-based approach;
- systemic approach;
- personality-oriented approach;
- reflective approach;
- activity-based approach.

These approaches ensure the holistic development of future history teachers' professional competence.

Content Component

The content component comprises several structural elements.

Motivational Component

This component focuses on developing students' interest in the teaching profession, their commitment to professional growth, and their understanding of pedagogical values. Motivation serves as a driving force for continuous self-improvement and lifelong learning.

Cognitive Component

The cognitive component includes theoretical knowledge in pedagogy, psychology, history teaching methodology, developmental psychology, and educational technologies. It provides the intellectual foundation necessary for effective professional activity.

Communicative Component

This component aims to develop the ability to establish constructive relationships with students, parents, and colleagues. Effective communication contributes to a positive educational environment and successful classroom management.

Practical-Activity Component

The practical component involves applying theoretical knowledge in real educational settings. It includes lesson planning, classroom management, the use of interactive teaching methods, and the analysis of pedagogical situations.

Reflective Component

Reflection enables future teachers to evaluate their own professional activities, identify strengths and weaknesses, and determine directions for further professional development. Reflective competence is considered one of the essential characteristics of a modern teacher.

Technological Component

The implementation of the model requires the use of innovative educational technologies, including:

- problem-based learning;
- interactive teaching methods;
- training sessions;
- case-study technology;
- project-based learning;
- information and communication technologies;
- artificial intelligence tools;
- reflective exercises.

These technologies contribute to the development of critical thinking, creativity, and professional problem-solving abilities.

In contemporary educational conditions, the formation of pedagogical and psychological competence has become one of the key factors in ensuring the professional readiness of future history teachers. The effectiveness of history teaching depends not only on the teacher's subject knowledge but also on their ability to organize the educational process, understand students' psychological characteristics, establish effective communication, and continuously improve their professional practice.

The research has demonstrated that the development of pedagogical and psychological competence should be based on an integrated model that combines motivational, cognitive, communicative, practical, and reflective components. The proposed model creates favorable conditions for the systematic development of professional competencies and supports the preparation of future history teachers for innovative educational activities.

Furthermore, the application of competency-based, personality-oriented, activity-based, and reflective approaches enhances the quality of teacher training and contributes to the formation of highly qualified specialists capable of responding to the challenges of modern education. The integration of innovative pedagogical technologies, interactive teaching methods, and digital educational tools plays a significant role in strengthening both pedagogical and psychological readiness.

Therefore, the implementation of the proposed model in higher education institutions can significantly improve the professional preparation of future history teachers, increase the effectiveness of educational activities, and contribute to the overall quality of history education. Future research may focus on experimental verification of the model and the development of practical mechanisms for its implementation in teacher education programs.

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