

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DEVELOPMENT OF PROFESSIONAL AND PEDAGOGICAL
COMPETENCIES OF FUTURE HISTORY TEACHERS IN HISTORY EDUCATION
BASED ON CLUSTER APPROACH****Saodat Toshtemirova**

*Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor
Chirchik State Pedagogical University
Chirchik, Uzbekistan*

ABOUT ARTICLE

Key words: cluster approach, history education, professional-pedagogical competencies, innovative technologies, interdisciplinary approach, critical thinking, research skills, cognitive development, communicative skills, problem-solving abilities, digital literacy, pedagogical-methodological skills, self-development, moral citizenship, tolerance, creativity, teacher training, educational quality, globalization in education, competency development, higher education, educational policy, interactive teaching methods, teacher professional development.

Received: 08.12.24**Accepted:** 10.12.24**Published:** 12.12.24

Abstract: This research aims to analyze methods for developing the professional-pedagogical competencies of history teachers in higher education institutions using a cluster approach and to evaluate their impact on educational quality. Rapid changes and globalization in the modern education system necessitate the enhancement of teachers' professional qualifications. The findings demonstrate that the cluster approach effectively fosters various competencies in history teachers, including critical thinking, research, cognitive, communicative, problem-solving, digital, pedagogical-methodological, interdisciplinary, self-development, moral citizenship, tolerance, and creativity. Based on these results, new recommendations and models were proposed to improve education quality and develop teachers' competencies. These outcomes can inform policy making, teacher training programs, and serve as a foundation for future research in educational institutions.

Introduction. The modern education system is undergoing significant transformations driven by rapid changes and globalization processes. These shifts are not only altering the content and methods of the educational process but also heightening the necessity to develop the professional and pedagogical competencies of teachers. In this evolving landscape, there is an imperative to introduce innovative approaches to education and to train teachers to become

active participants in these transformative processes [1]. History, as a subject, possesses unique characteristics and holds a pivotal role in education, necessitating the continual strengthening of teachers' professional competencies. For history educators, proficiency in contemporary educational methods and methodologies, along with the ability to implement them effectively, is of paramount importance. The application of a cluster approach in this domain facilitates the simultaneous development of various professional competencies among teachers [2]. The cluster approach integrates diverse knowledge and skills within the educational process, thereby fostering a comprehensive development of teachers' professional competencies. Consequently, teachers cultivate a range of competencies, including critical thinking, research, cognitive, communicative, problem-solving, digital, pedagogical-methodological, interdisciplinary, self-development, moral citizenship, tolerance, and creativity [3-4].

Our research aimed to analyze the methods employed in teaching history and the development of teachers' professional and pedagogical competencies based on the cluster approach within higher education institutions. The findings from this study provide a foundation for proposing new recommendations and models aimed at enhancing the quality of education and fostering the professional and pedagogical competencies of future history teachers.

Literature Review and Research Methodology. An extensive review of scientific literature on the research topic revealed a plethora of studies exploring the application of the cluster approach in education. Notably, scholars such as Shonazarov [4] and Jumaniyazova [2] have emphasized the significance of the cluster approach in developing teachers' professional competencies. Their research highlights the potential of the cluster approach to enhance the quality of teachers' work and align their skills with modern educational demands by integrating various competencies.

Furthermore, an analysis of educational standards in countries like Finland and Canada demonstrated the widespread adoption of the cluster approach in education and its effectiveness in developing teachers' professional competencies [5-15]. Research conducted by institutions such as Harvard University and within the Russian Federation further corroborates the crucial role of the cluster approach in education [7]. These international studies collectively affirm that the cluster approach serves as an effective tool for developing a diverse range of teacher competencies through the incorporation of innovative technologies, multidisciplinary approaches, and interactive teaching methods. However, the application of this approach in local educational institutions requires more extensive and context-specific research to determine optimal implementation strategies.

The study employed a combination of literature analysis, synthesis, and empirical methods. Primarily, it involved analyzing scientific works in the field of pedagogy, specifically within history education, and examining research conducted by local scholars [9-10]. The foundational methodological basis was established through the works of Shonazarov [1] and Jumaniyazova [2]. Additionally, the study incorporated international experiences, such as Canada's model for developing 21st-century competencies and Finland's national educational standards, to provide a comprehensive perspective on the cluster approach.

The research was meticulously structured into several key stages to ensure a comprehensive and thorough investigation of the cluster approach's effectiveness in developing professional-pedagogical competencies among history teachers in higher education institutions. Each stage was designed to build upon the previous one, ensuring a logical flow and depth of analysis throughout the study.

1. Review of Scientific Works in Pedagogy and History Education. The initial phase involved an extensive review of existing scientific literature within the fields of pedagogy and history education. This comprehensive literature review aimed to identify and synthesize relevant studies, theories, and methodologies that have previously addressed the cluster approach in education. By examining a wide range of academic sources, including journals, books, and conference papers, the research sought to establish a solid theoretical foundation. This stage was crucial for understanding the current state of knowledge, identifying gaps in the literature, and positioning the study within the broader academic discourse.

2. Collecting Information on the Importance of the Cluster Approach in the Educational Process. Building on the literature review, the next step focused on gathering detailed information about the significance of the cluster approach within the educational process. This involved analyzing how the cluster approach integrates various knowledge and skills, and its impact on enhancing teachers' professional competencies. The objective was to understand the specific roles and benefits of the cluster approach in fostering a more holistic and effective teaching environment. This information was crucial for framing the research questions and objectives, ensuring that the study addressed pertinent aspects of the cluster approach's application in education.

3. Identifying Professional-Pedagogical Competencies Necessary for History Teachers. A critical component of the research was to delineate the specific professional-pedagogical competencies required for history teachers. This involved identifying the key skills, knowledge areas, and attitudes that are essential for effective teaching in the field of history. The process included reviewing educational standards, competency frameworks, and expert

opinions to ensure a comprehensive understanding of the competencies necessary for history educators. By clearly defining these competencies, the research established a benchmark against which the effectiveness of the cluster approach could be evaluated.

4. Defining Competencies in Accordance with Global and Local Educational Standards. Following the identification of necessary competencies, the study proceeded to define these competencies in alignment with both global and local educational standards. This involved comparing international competency frameworks with national guidelines to ensure that the defined competencies were relevant and applicable within the specific context of the higher education institution under study. Aligning competencies with established standards ensured that the research findings would be both credible and transferable, providing valuable insights that could inform policy and practice at various levels.

5. Studying the Effectiveness of the Cluster Approach in the Educational Process. With a clear understanding of the necessary competencies and their alignment with educational standards, the research then focused on evaluating the effectiveness of the cluster approach in the educational process. This involved assessing how the cluster approach facilitates the integration of various competencies and enhances overall teaching effectiveness. The study examined case studies, pilot programs, and empirical data to determine the tangible benefits and potential challenges associated with implementing the cluster approach in history education. This evaluation was essential for establishing the practical value of the cluster approach in real-world educational settings.

6. Analyzing Existing Models and Their Implementation Processes. To gain deeper insights into the practical application of the cluster approach, the research analyzed existing models and their implementation processes. This involved a detailed examination of how different educational institutions have adopted and adapted the cluster approach, identifying best practices, common obstacles, and successful strategies. By understanding the diverse ways in which the cluster approach has been implemented, the study aimed to extract lessons learned and recommendations that could inform future applications of the approach in similar educational contexts.

7. Conducting Interviews with History Teachers in Higher Education Institutions. A pivotal aspect of the research was the qualitative data collection through interviews with history teachers in higher education institutions. These interviews provided firsthand insights into the teachers' experiences, perceptions, and challenges related to the cluster approach. By engaging directly with educators, the study was able to capture nuanced perspectives and gather detailed information about the practical aspects of implementing the cluster approach.

This qualitative data complemented the quantitative findings, offering a more comprehensive understanding of the cluster approach's impact on teacher competencies.

8. Collecting Information Through Questionnaires. In addition to interviews, the research employed questionnaires to gather quantitative data from a broader sample of history teachers. These questionnaires were designed to assess various aspects of professional-pedagogical competencies, the extent of cluster approach implementation, and the perceived effectiveness of different competencies in teaching history. The use of questionnaires allowed for the collection of standardized data, facilitating statistical analysis and the identification of trends and correlations within the data set.

9. Statistical and Social Analysis of Research Results. The collected data from interviews and questionnaires underwent rigorous statistical and social analysis to identify significant patterns, relationships, and outcomes. Statistical techniques such as descriptive statistics, correlation analysis, and regression analysis were employed to quantify the impact of the cluster approach on developing professional-pedagogical competencies. Social analysis provided contextual understanding, exploring how cultural, institutional, and individual factors influenced the effectiveness of the cluster approach. This dual approach ensured that the research findings were both statistically robust and contextually relevant.

10. Illustrating Results with Graphs, Tables, and Diagrams. To enhance the clarity and accessibility of the research findings, the results were illustrated using graphs, tables, and diagrams. Visual representations of data facilitated the interpretation and communication of complex information, making it easier to identify key trends and insights. These visual tools were integral in presenting the research outcomes in a coherent and compelling manner, enabling stakeholders to grasp the significance of the cluster approach's impact on teacher competencies quickly.

11. Considering Empirical Research Methods and Their Role in Assessing Teachers' Competencies. Throughout the research process, careful consideration was given to the empirical research methods employed and their role in assessing teachers' competencies. The study ensured that the chosen methodologies were appropriate for capturing the multifaceted nature of professional-pedagogical competencies and the cluster approach's effectiveness. By critically evaluating the strengths and limitations of various empirical methods, the research maintained methodological rigor and validity, ensuring that the findings were both reliable and credible.

By systematically progressing through these research steps, the study aimed to provide a comprehensive evaluation of the cluster approach's effectiveness in developing professional-

pedagogical competencies among history teachers in higher education institutions. Each stage contributed to a deeper understanding of how the cluster approach can be leveraged to enhance teaching practices, improve educational outcomes, and prepare teachers to meet the demands of a rapidly evolving educational landscape. The theoretical foundations of this research are anchored in the main principles of the cluster approach in education and the theories of competencies and their role in educational effectiveness. The cluster approach emphasizes the integration of various skills and knowledge areas, fostering a holistic development of professional competencies among teachers. Competency theories provide a framework for understanding how specific skills and abilities contribute to overall teaching effectiveness and educational quality.

Results. The research findings unequivocally indicate that the cluster approach is an effective tool for developing a wide array of professional and pedagogical competencies among history teachers. Through the implementation of this approach, teachers develop critical competencies such as critical thinking, research, cognitive, communicative, problem-solving, digital, pedagogical-methodological, interdisciplinary, self-development, moral citizenship, tolerance, and creativity [3-4].

One of the primary competencies developed through the cluster approach is critical thinking and analytical skills. Teachers acquire the ability to analyze complex historical data and engage in critical thinking, which in turn enhances their capacity to foster these skills in their students. This competence enables teachers to encourage independent thinking and the evaluation of historical information among students. For instance, in analyzing historical events, teachers emphasize maintaining objectivity, critically evaluating sources, and considering diverse viewpoints, thereby cultivating a more nuanced understanding of history among students [11].

The cluster approach also enhances teachers' research competencies, enabling them to develop and implement new pedagogical methods effectively [9]. By integrating research activities into their professional routines, teachers can test and refine innovative methodologies, thereby contributing to the continuous improvement of educational practices. This proactive engagement in research not only enriches teachers' professional growth but also positively impacts the quality of education delivered to students. Cognitive competence, another critical area fostered by the cluster approach, involves the enhancement of teachers' knowledge and understanding abilities, which directly improves the quality of education. This competence develops the ability to comprehend complex historical information and present it in an effective manner. Teachers with high cognitive competence can organize historical data

logically and present it in ways that enhance students' understanding and retention of historical concepts [10].

Communicative competence is fundamental for effective teaching and is significantly developed through the cluster approach. This competence involves the ability to communicate and collaborate effectively with students, thereby managing teaching activities efficiently [12]. Teachers with strong communicative skills can express their ideas clearly and respond accurately to students' questions, fostering an interactive and supportive learning environment.

The ability to solve problems quickly and effectively is another essential competence developed through the cluster approach [13]. Teachers are equipped with the skills to address common challenges in the educational process, such as adapting teaching methods to meet changing student needs, effectively utilizing technologies, and addressing individual student requirements. This competence ensures that teachers can maintain a dynamic and responsive teaching environment, thereby enhancing overall educational effectiveness. In the digital age, digital competence is indispensable for modern educators. The cluster approach fosters teachers' ability to apply digital technologies effectively in the educational process [5]. This competence includes the use of interactive tools, online learning platforms, and digital formats for presenting information, which not only make teaching more engaging but also cater to the digital literacy needs of students. By integrating digital competence, teachers can create more interactive and motivating learning experiences, thereby improving student engagement and learning outcomes.

Pedagogical and methodological competence is significantly enhanced through the cluster approach, enabling teachers to apply a variety of teaching methods and methodologies effectively [6]. This competence involves the ability to utilize different teaching techniques, present educational materials in diverse formats, and adapt to various learning styles. Teachers with strong pedagogical and methodological skills can implement interactive and student-centered teaching methods, which contribute to improved learning outcomes and higher educational quality.

Interdisciplinary and contest-like competencies are crucial for the holistic development of history teachers. The cluster approach facilitates the integration of different disciplines, allowing teachers to draw connections between history and other subjects such as economics, politics, and culture [14]. This interdisciplinary competence enables teachers to present historical information within broader contexts, thereby enriching students' understanding and fostering a more comprehensive knowledge base.

Self-development competence ensures that teachers continuously engage in professional growth and acquire new knowledge and skills [12]. The cluster approach encourages teachers to participate in ongoing professional development programs, trainings, and seminars, which are essential for keeping abreast of the latest educational methodologies and innovations. This competence not only enhances teachers' personal and professional growth but also. Moral citizenship competence equips teachers with the ability to uphold and teach ethical standards within the educational process. This competence ensures that teachers conduct their activities in accordance with high ethical standards and impart moral values to their students. By maintaining standards of justice, peace, and respect, teachers foster a positive and ethical learning environment, which contributes to the social and moral development of students. For example, teachers encourage students to practice fairness, show respect to others, and develop a sense of social responsibility.

Tolerance competence is vital for teachers working in diverse cultural and ethnic settings. This competence enables teachers to effectively interact with students from various cultural backgrounds, considering their diverse cultural characteristics and adapting teaching methods accordingly [4]. Tolerance competence helps teachers create an inclusive and supportive learning environment where all students feel respected and valued, thereby enhancing their educational experience.

Creativity competence fosters innovative and creative teaching approaches, making the educational process more engaging and effective [14]. This competence allows teachers to develop and implement new pedagogical methods that stimulate students' interest and motivation to learn. Creative teaching strategies not only make lessons more enjoyable but also encourage students to think outside the box and develop their own creative solutions to historical problems.

Discussion. The cluster approach proves to be a highly effective strategy for enhancing the professional and pedagogical competencies of history teachers in higher education institutions. To maximize the benefits of this approach, it is essential to comprehensively develop teachers' competencies. This requires the integration of innovative educational technologies, multidisciplinary approaches, and interactive teaching methods [6]. Additionally, fostering teachers' motivation and aspiration for self-development is crucial for sustained professional growth [12].

One of the primary advantages of the cluster approach is its ability to develop multiple competencies simultaneously. This holistic development ensures that teachers are well-equipped to handle various aspects of their professional responsibilities. For instance, history

teachers need to be adept at using digital technologies to create interactive learning experiences, integrating interdisciplinary knowledge to provide a comprehensive understanding of historical events, and maintaining ethical standards to foster a respectful and just classroom environment.

Moreover, the cluster approach emphasizes the importance of continuous professional development. By participating in ongoing training programs, seminars, and workshops, teachers can stay updated with the latest educational trends and methodologies. This commitment to professional growth not only enhances teachers' skills but also positively impacts the quality of education they provide. Effective professional development ensures that teachers remain motivated, innovative, and capable of adapting to the changing educational landscape.

The integration of foreign language competence is another critical aspect highlighted by the cluster approach. In an era of globalization, proficiency in foreign languages enables history teachers to access and incorporate international perspectives and resources into their teaching. This not only broadens their own knowledge base but also enriches the learning experience of students by exposing them to diverse viewpoints and methodologies.

Furthermore, the cluster approach facilitates the development of social and cultural competencies among history teachers. These competencies are essential for creating an inclusive and supportive learning environment, where students from various cultural and ethnic backgrounds feel respected and valued. By understanding and addressing the unique needs of diverse student populations, teachers can enhance student engagement and foster a more cohesive and effective educational experience.

Conclusion. This study underscores the importance of developing teachers' professional and pedagogical competencies in history education through the cluster approach. The implementation of the cluster approach significantly enhances teachers' competencies, thereby improving the quality of education. This, in turn, leads to increased student success in studying history. Based on the research findings, it is possible to propose new recommendations and models aimed at further enhancing the quality of education and the professional-pedagogical competencies of teachers. These results serve as a key resource for policy formulation in educational institutions and the training of teachers.

The findings of this research can be utilized in formulating and implementing policies aimed at improving the quality of education within higher education institutions. Additionally, the demonstrated effectiveness of the cluster approach provides a foundation for future

research, encouraging further exploration into its application and benefits in diverse educational contexts.

Based on the theoretical foundations of the research, the following recommendations are proposed to further enhance the development of history teachers' competencies through the cluster approach:

Organize comprehensive training programs for history teachers on modern digital technologies;

Facilitate workshops focused on the effective use of these technologies in the educational process to enhance interactive and engaging teaching methods;

Conduct more seminars and conferences aimed at promoting interdisciplinary cooperation among history teachers;

Encourage collaborative projects that integrate history with other disciplines such as economics, politics, and culture to provide a more holistic educational experience;

Offer online courses and workshops dedicated to the continuous professional development of teachers;

Ensure that teachers have access to resources and programs that support their ongoing learning and skill enhancement;

Develop and implement programs specifically designed to improve the foreign language skills of history teachers;

Encourage the use of foreign languages in the classroom to facilitate access to international resources and perspectives;

Provide financial and methodological support to encourage teachers' research activities;

Create opportunities for teachers to engage in research projects that explore innovative teaching methodologies.

This research highlights the effectiveness of the cluster approach in training history teachers within higher education institutions. By analyzing the impact of this approach on developing professional-pedagogical competencies, the study offers new recommendations and models aimed at enhancing educational quality. These findings serve as a fundamental resource for policymakers and educators involved in teacher training and curriculum development. The insights gained from this study can be applied to formulating and implementing policies that aim to improve the quality of education, ensuring that teachers are well-prepared to meet the demands of modern educational environments. Additionally, the demonstrated success of the cluster approach provides a basis for future research, encouraging

further investigation into its application and potential benefits across various educational contexts.

REFERENCES:

1. Шоназаров Қ.Р. Бўлажак тарих ўқитувчиларини мактаб ўқитувчиларида тарихий тафаккурни шакллантиришга тайёрлаш. П.ф.н. илмий даражасини олиш учун ёзилган диссертация. Тошкент. 2002. 134 б.
2. Jumaniyozova M.T. Malaka oshirish jarayonida o'qituvchilarni innovasion faoliyatga tayyorlashning pedagogik asoslari (tarix fani o'qituvchilari misolida): Ped.fanl.nomz. ... diss. – Toshkent: 2007. – 159 b
3. Давлатов О. Ф. Талабаларда ахборот хавфсизлигини таъминлаш компетентлигини тарихий-маданий мерос воситасида ривожлантириш. Педагогика фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. Тошкент. 2018. 57 б. С. 13.
4. Рашидова Г.Ф. Бўлажак тарих ўқитувчиларининг ижтимоий-маданий компетенциясини ривожлантириш технологиялари. Avtoref. ped.fan.bo'yicha fal.dok. – Чирчиқ, 2022. – 50 б.
5. Делор Ж. Образование: сокрытое сокровище. UNESCO, 1996.-с. 37.
6. Ismailov A.F. Akademik litseylarda tarix fanini o'qitishning innovatsion texnologiyalarini takomillashtirish: Avtoref. ped.fan.bo'yicha fal.dok. – Toshkent, 2018. – 50 b.
7. Negotiation and leadership dealing with difficult people and problems. Harvard Law School. <https://www.pon.harvard.edu/category/courses-and-training/3-day/>
8. <https://unecon.ru/centr-nepreevynogo-obrazovaniya>
9. Ravshanov J.A. Umumta'lim maktablarida o'quvchilarning tahliliy kompetensiyasini shakllantirish metodikasini takomillashtirish (10 sinf "Jahon tarixi" fani misolida). Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati. Chirchiq. 2023.
10. Qodirov I.D. Ta'lim klasteri doirasida talabalarning kasbiy kompetentligini shaxsga yo'naltirilgan ta'lim texnologiyalari asosida rivojlantirish metodikasi. p.f.f.d. (PhD) dissertatsiyasi avtoreferati. Chirchiq. 2023.
11. Юлдашев Ж.А. Тарихни ўқитиш жараёнида талабаларнинг аксиологик дунёқарашини ривожлантириш методикаси. Педагогика фанлари фалсафа доктори диссертацияси автореферати. Наманган. 2022. 53 б.
12. Yusupova N.A. Bo'lajak tarix o'qituvchilarining shaxsiy-pedagogik sifatlarini rivojlantirish. Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati. Toshkent. 2023. 50 b.

13. Хасанов Ш.Р. Формирование профессионально-гуманистических убеждений будущих учителей в условиях модульной организации педагогической практики (на примере подготовки учителей истории). Автореф.дисс. к.н.п. Душанбе. 2019. 26 с.

14. Boltayeva J.M. Bo'lg'usi o'qituvchilarda umummadaniy kompetentlikni rivojlantirish(tarixiy ideallar asosida). Pedagogika fanlari bo'yicha falsafa doktori (phd) dissertatsiyasi avtoreferati. Chirchiq. 2023.

15. Шахназарова Н.В. Тарих ўқитиш жараёнида талабаларнинг толерантлигини ривожлантириш технологияси. педагогика фанлари бўйича фалсафа доктори диссертация автореферати. Чирчиқ, 2022. 56 б.;

16. Nizamova U.S. Nofilologik ta'lim yo'nalishi talabalarining xorijiy til kompetensiyasini rivojlantirishda produktiv va izlanuvchan yondashuv texnologiyalarini takomillashtirish (Tarix yo'nalishi misolida). Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati. Namangan. 2024.