



IMPROVING HISTORY TEACHING METHODOLOGY WITHIN THE PEDAGOGICAL EDUCATIONAL CLUSTER

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Abstract

This article presents a pedagogical experiment aimed at improving history teaching methods within the Pedagogical Education Cluster, a contemporary educational study, and its results. The experiment addresses current issues in history teaching methods, such as increasing student interest, developing critical thinking skills, and effectively integrating interdisciplinary knowledge. Using a cluster approach, the experiment aims to create a unified and collaborative learning environment that enhances the teaching and learning of history through innovative methods and the strategic use of technology.

Keywords: Pedagogical Education Cluster, history teaching methods, critical thinking, interdisciplinary integration, innovative methods, digital archives, interactive maps, virtual reality.

Introduction

This study explores the use of technology to enhance the teaching and learning of history. The use of digital archives, interactive maps, virtual reality, and other technological tools can make history lessons more interactive and engaging. Technology can help students develop advanced research and analytical skills by providing them with greater access to primary sources and historical information. Furthermore, technology can facilitate collaboration and communication between students and teachers, as well as between educational institutions within a cluster. Overall, the purpose and significance of this pedagogical experiment are based on the potential to address key issues in history education through innovative methods and a cluster approach. By making history lessons more engaging and effective, promoting interdisciplinary integration, and utilizing technology, this experiment aims to improve the teaching and learning of history. The results of the experiment will contribute to innovation and development in education,



providing valuable insights and practical recommendations for teachers, policymakers, and researchers.

Literature Analysis and Methodology

The methodological basis of this topic is based on the classical and contemporary views of Russian and international scholars on education, upbringing, pedagogical theory, teaching principles, pedagogical paradigms and approaches, educational requirements and content, as well as the views of our President Sh. Mirziyoyev on improving the education system and reforming education in accordance with modern requirements.

The scientific and theoretical foundations of the innovative cluster of pedagogical education in our country, its description as a new innovative direction associated with continuity, consistency, and coherence, as well as the mechanisms for its implementation in practice. G. Mukhamedov, Sh. Mardonov, U. Khodjamkulov, S. Toshtemirova, N. Koshanova, A. Shofkorov, J. Usarov, Sh. Botirova; problems of improving the professional competence of future teachers, developing their creative and analytical thinking. N.A. Muslimov, K.M. Abdullaeva, N.N. Azizkhodzhaeva, R.Sh. Akhliddinov, U.Sh. Begimkulov, B.Kh. The research works of A. Saadiyev, T. Toshpulatov, G. Yarashov, B. Khodzhaev, R. Yarmatov, and A. Ismoilov examine issues related to Khodzhaev, history teaching methodology, modern requirements for it, as well as problems of improving the organizational, practical, and methodological content of history teaching based on modern pedagogical approaches.

Research on the problems of organizing pedagogical education in the countries of the Commonwealth of Independent States (CIS), the formation and development of professional competencies of future history teachers, and the improvement of history teaching methods based on modern pedagogical approaches were conducted by V.N. Bernadsky, K.E. Bendirikov, A.A. Vagin, F.A. Popov, D.N. Vorobyov, O.E. Shuvalova, Yu.A. Tamozhnya, M.S. Smirnova, A.I. Subetto, N.A. Ivanishcheva, I.V. Komarov, A.N. Dakhin, A.V. Khutorsky, P.Simonov, A.I. Subetto, T.E. Havensons, Y.D. Kersha, G.S. Kovaleva, Yu.A. Krasnovsky, L.P. Krasnokutskaya, K.A. Krasnyanskaya, P.V. Mountain, G.M. Donskoy, I.Z. Ozersky, D.I. Poltarak, N.I. Apparovich, S.V. Dumin, A.I. This is covered in detail in Straev's research.



From foreign scientists D.S. Rychen, L.H. Salganik, J. Erpenbeck, L. Von Rosentiel, S. Bjornavold, C. Dweeck, N. Norris, G. Weinert, S. Bjornavold, C. Dweeck, X. Xekxauzen, G. Weinert, A. Blum, M. Abraxam, A. Maslow, S. Bjornavold, E. Klieme, L.H. Salganik, E. Klieme, J. Hartig, E. Thorndayk, B. Skinner, U. James, R. Clark Burton, K. Cummings William, N. Norris cover the issues of preparing future teachers for innovative activities, developing professional competencies, the theoretical and practical level of acquiring historical knowledge, the formation of a cognitive-enhancing approach to organizing historical education and the development of professional competencies in future teachers in the field of education focused on sustainable development.

Although history teaching methodology has been examined in various aspects in the studies conducted, there remains a need to improve the professional skills of history students using the cluster model. In the modern era of globalization, students are required not only to assimilate information but also to analyze it in depth, understand cause-and-effect relationships, and think critically. Therefore, the problem of developing students' professional skills through the more effective use of the cluster model in the educational process determined the topic of this dissertation.

The pedagogical experimental work aimed at improving the methodology of history teaching within the pedagogical cluster was organized based on clear and strategic goals. These goals determined the experimental procedure, and its results were aimed at providing valuable insights into effective history teaching. The experiment was also conducted based on clearly defined hypotheses that helped predict the effectiveness of innovative approaches.

Conclusion

The strategies used to ensure the reliability and validity of the data enhanced the credibility of the study results and provided valuable insights for further improvement of history teaching methodology.

Finally, the analysis of the experimental results contributes to the field of pedagogical research. By sharing the results with the scientific community, this study enriches knowledge about innovative teaching methods and the cluster approach and provides valuable insights for future research and practice.



1. The study results demonstrated that the use of innovative and integrative approaches in the educational process is an effective tool in teaching history. Innovative technologies can increase student interest in the educational process and develop their analytical and critical thinking skills.
2. Cluster educational models enable the creation of a holistic educational system by combining various subjects and studying them in an interconnected manner. This model provides a solid foundation for history teachers when implementing new methods and technologies.
3. Teaching history through interdisciplinary integration provides students with a broader range of knowledge. This approach encourages students to delve deeper into complex topics across disciplines, increasing their engagement in the learning process.
4. Using interactive technologies in history teaching makes the learning process more vibrant and engaging. Virtual events, digital archives, and other interactive tools can enrich the learning process and help students better understand historical events.

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