

## CLUSTER APPROACHES IN DEVELOPING THE INTELLECTUAL POTENTIAL OF FUTURE ENGLISH LANGUAGE TEACHERS: PROBLEMS AND WAYS TO OVERCOME THEM

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**Abstract.** This thesis examines the importance of cluster approaches in developing the intellectual potential of future English language teachers, as well as the challenges encountered in their implementation and possible ways to overcome them. In the modern education system, the professional competence and intellectual potential of teachers are considered important factors. Therefore, the use of innovative pedagogical technologies in the process of training English language teachers in higher education institutions is of great importance.

The cluster approach helps to systematize information in the learning process, identify relationships between ideas, and develop students' independent thinking. Through this method, students are able to analyze topics more broadly, develop a creative approach, and strengthen their knowledge. In particular, the use of the cluster method in teaching English plays an important role in developing students' communicative competence.

At the same time, there are certain difficulties in implementing the cluster approach in practice. These include insufficient methodological preparation of teachers, limited experience in applying innovative teaching methods, and the lack of methodological guidelines for the use of modern educational technologies.

To overcome these problems, it is necessary to widely introduce pedagogical technologies in higher education institutions, improve teachers' professional qualifications, and develop scientific and methodological recommendations for the effective use of the cluster method. This will contribute to the development of the intellectual potential of future English language teachers and to improving the quality of education.

**Keywords:** Cluster approach, English language teachers, intellectual potential, innovative methods, pedagogical technologies, quality of education.

**Relevance:** Improving the professional competence of future English language teachers in higher education institutions is one of the important tasks of modern education. The application of educational cluster methods in achieving educational effectiveness requires the introduction of innovative approaches that can enhance the professional activities of specialists in this field.

In today's education system, the preparation of highly qualified pedagogical personnel with strong intellectual potential makes it necessary to properly organize and implement the educational cluster approach.

### Introduction

Today, the serious reforms being implemented in the education system require a fundamental improvement of this system, the identification of priority directions for training highly qualified specialists, and especially the continuous development of the professional skills and knowledge level of pedagogical staff.

It is not without reason that in the Address to the Oliy Majlis concerning the most important priority tasks for 2019, the Shavkat Mirziyoyev, President of the Republic of Uzbekistan, emphasized science, education, and the relationship between education and socio-economic life among the urgent issues.

Since human capital lies at the center of the education system, its proper distribution, effective use, and purposeful development are of great importance. In this regard, it is essential to organize all levels of the education system in accordance with modern requirements and in cooperation with all stakeholders of society and all participants in the educational process. Achieving the full continuity of education is therefore one of the most important tasks facing us today.

**Purpose and Objectives:** The purpose of the study is to enhance the competitiveness of the cluster approach in the integration of education by developing the self-development competence of future English language teachers.

**Research Methods:** The study employed theoretical methods (analytical-statistical analysis and comparative analysis), diagnostic methods (surveys, interviews, questionnaires, and observation), prognostic methods (expert evaluation and generalization of independent assessments), as well as pedagogical experiments and mathematical methods such as statistical data processing and graphical representation.

**Results:** In the process of studying theoretical and pedagogical conditions, evidence-based recommendations were developed to ensure the development of students' general educational experience and the formation of educational and cognitive competencies. In addition, the educational and methodological complex for the English language subject was improved. The requirements and level indicators for teaching foreign languages to students were also clarified.

**Conclusion.** The results of the research conducted on the mechanisms for developing cluster competencies in future English language teachers made it possible to draw the following conclusions:

1. The specific characteristics of competence-based education in the

formation of cluster competencies of future English language teachers were identified.

2. The mechanisms for developing cluster competencies in future English language teachers were improved by integrating them with international experience.

3. The theoretical foundations, current state, and existing problems related to the formation of cluster competencies in future English language teachers were studied, and the tasks aimed at overcoming these problems were determined.

4. Based on the clarification of the essence and structure of cluster competencies in future English language teachers, a model for developing these competencies was designed. This model is based on the principles of a competence-based approach, strengthening teachers' motivation toward the English language subject, creating programs aimed at developing competence, using methodological tools, and establishing appropriate pedagogical and psychological conditions.

In the current era of rapid globalization, the development of the intellectual potential of future English language teachers in higher education has become an important and urgent issue. This is because the professional activity of teachers requires a wide range of abilities related to communication and verbal influence, which represent a relatively independent form of direct pedagogical impact.

Particular attention is therefore paid to the culture of pedagogical communication and the teacher's ability to use polite, clear, and effective speech when organizing pedagogical interaction.

In this context, it is also important to consider the concept of intellectual potential. The term "intellectual" entered scientific usage at the end of the twentieth century and originates from the Latin word "intellectus," which means mind, cognition, knowledge, and understanding.

Today, the use of modern pedagogical technologies in teaching and learning foreign languages, especially English, is steadily developing and being widely implemented in educational institutions. As a result, learning environments and classrooms are becoming more diverse, providing students with broader opportunities for effective learning and teaching.

Since the number of people learning English worldwide is increasing day by day, an important issue arises: educational institutions must develop resource centers that provide learners with modern teaching materials and methodological resources based on contemporary teaching methods.

Undoubtedly, the scientific organization of lessons and the creation of a strong strategic framework for teaching are essential requirements of modern education. Such a framework is based on several principles and methods aimed at improving the overall effectiveness of the educational process.

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