

RESEARCH ARTICLE

Improving the Methodological Model for Developing the Professional Mobility of Pedagogy Students Based on The Cluster Approach During Teaching Practice

To'lqinjon G'ofurov

Independent Researcher, Chirchik State Pedagogical University, Uzbekistan

VOLUME: Vol.06 Issue03 2026

PAGE: 231-234

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

This article focuses on improving a methodological model based on the cluster approach for developing the professional mobility of pedagogy students during teaching practice. The study examines opportunities to enhance students' professional competence, adaptability, innovative thinking, and readiness to meet the demands of the modern labor market by strengthening integrative cooperation among higher education institutions, schools, and social partner organizations. In addition, the structural components, pedagogical conditions, and implementation mechanisms of the proposed methodological model are substantiated. The research findings contribute to the effective development of professional mobility among pedagogy students and to improving the quality of teacher education.

KEY WORDS

Teaching practice, professional mobility, cluster approach, methodological model, pedagogy students, professional competence, integration, innovative pedagogy, educational cluster, labor market.

INTRODUCTION

The Ministry of Public Education of the Republic of Uzbekistan, in cooperation with the Ministry of Higher and Secondary Specialized Education, has emphasized the creation of all necessary conditions for students to conduct teaching activities during their pedagogical practice. These conditions enable trainee teachers to work independently, apply theoretical knowledge in practice, and develop professional skills and competencies related to solving pedagogical problems encountered in real educational settings. In this context, preparing students for pedagogical activity requires the effective use of methods and tools aimed at improving both their theoretical and practical knowledge. Scientific studies devoted to preparing future teachers for professional activity and ensuring their professional development highlight

the importance of professional requirements as a key component of teacher training. In the studies conducted by N.A. Muslimov, particular attention is paid to the problem of professional formation of future vocational education teachers, emphasizing that understanding the essence of professional requirements plays a significant role in developing professional preparedness.

In his scientific article, B. Rakhimov describes the system of professional-cultural relations and explains its significance in pedagogical practice as follows: the consistent integration of professional and cultural relationships in teachers has become a social necessity in contemporary society. Educational practice serves as a process of preparing students for professional pedagogical activity by developing their ability to

apply theoretical knowledge of pedagogy and innovative technologies in practical situations, while simultaneously forming pedagogical mastery and professional competencies.

The formation of students' readiness for pedagogical activity during teaching practice is initially determined by the development of profession-oriented perceptions and concepts. Subsequently, this readiness is reflected in the acquisition of professional knowledge, skills, and competencies, the formation of professional qualities, and the level of professional adaptation. The system of training pedagogical specialists in higher education institutions is aimed at improving quality monitoring, equipping future teachers with modern professional knowledge, skills, and competencies, and developing their intellectual and logical thinking in accordance with the characteristics of their chosen specialization. Through the implementation of these objectives, students' professional preparedness is ensured. The primary indicators of professional preparedness include the future specialist's practical readiness for professional activity, mastery of knowledge, skills, and competencies within the field of specialization, as well as the ability to adapt to professional requirements.

Teaching practice is an educational form that enables the application, testing, and evaluation of pedagogical principles established in the didactics of teaching and learning. Preparation for this process includes the following main stages:

1. Theoretical Preparation. Within the content of pedagogy and psychology courses, future teachers are equipped with theoretical and historical foundations of modern pedagogy and knowledge related to teaching mastery. They learn to organize the educational process effectively, make efficient use of pedagogical heritage, demonstrate a high level of pedagogical culture and teaching techniques in real educational practice, and master the fundamentals of communication and pedagogical ethics in educational activities.

Students also acquire knowledge of teaching methods and educational technologies. They become familiar with modern requirements for organizing the educational process, various instructional forms and methods, as well as theoretical and practical aspects of implementing innovative educational technologies in teaching.

2. Practical and Methodological Preparation. This stage involves studying regulatory documents related to school

activities, observing and analyzing lessons in general secondary education schools, preparing lesson plans and didactic materials, and performing other methodological tasks.

3. Communicative and Psychological Preparation. Trainee teachers are expected to develop effective communication skills with students, improve their ability to work individually and collaboratively in groups, and cultivate professional ethics and pedagogical culture.

4. Application of Innovative and Information Educational Technologies. During teaching practice, students independently complete learning assignments available on educational platforms, upload the assignments prepared during the practice period in electronic format, and use electronic textbooks and digital educational resources while organizing lessons.

5. Subject-Specific Professional Preparation. This stage is aimed at strengthening future teachers' knowledge in their field of specialization, studying subject teaching methodology in depth, developing creative approaches to teaching, conducting scientific and methodological research, improving self-directed learning skills, and designing innovative lesson projects.

6. Development of Reflective and Initiative-Based Abilities. Students are expected to study the designated practice environment, analyze pedagogical situations encountered during lessons, develop methodological recommendations for solving educational problems, improve creative thinking and problem-solving skills, and identify their strengths and weaknesses through reflective analysis of their pedagogical experience.

These stages of preparation are ensured through theoretical and practical training during teaching practice. The findings of the study revealed that the effective preparation of students for future pedagogical activity and the enhancement of their professional competence require the systematic organization of an integrated teaching practice methodology that combines theoretical knowledge with practical experience.

In the context of globalization and digital transformation, the requirements imposed on the education system continue to increase. A modern teacher should not only possess profound professional knowledge in his or her field but should also be capable of adapting to rapidly changing social and professional environments, implementing innovative pedagogical technologies in practice, and carrying out innovative

professional activities. From this perspective, the development of professional mobility among students majoring in pedagogy has become one of the priority tasks of higher pedagogical education.

Professional mobility refers to an individual's ability to adapt quickly to new working conditions, perform effectively in various pedagogical situations, and maintain continuous professional development. Teaching practice plays a crucial role in developing these qualities because it provides students with opportunities to integrate theoretical knowledge with real pedagogical practice.

Traditional teaching practice often remains limited to preparing students for a narrow range of pedagogical tasks. As a result, graduates' professional adaptation and competitiveness in the labor market are not sufficiently ensured. Therefore, there is a growing need to introduce a cluster-based approach founded on the integration and cooperation of higher education institutions, schools, research centers, and other partner organizations.

The cluster-based approach strengthens cooperation among educational stakeholders, promotes the efficient use of available resources, and enhances students' practical training. Consequently, it creates a favorable pedagogical environment for developing the professional mobility of students majoring in pedagogy.

The Essence and Significance of the Cluster-Based Approach

An educational cluster is a collaborative system in which higher education institutions, general secondary schools, preschool educational organizations, professional development centers, and employer organizations cooperate toward achieving a common goal. Within this system, each participant directs its resources and capabilities toward improving the quality of education.

The implementation of a cluster-based approach during the teaching practice of pedagogy students creates the following opportunities:

- integration of theoretical knowledge with practical activity;
- development of students' professional competencies;
- mastery of innovative pedagogical technologies;
- formation of creativity and initiative in pedagogical

activity;

- enhancement of adaptability to labor market requirements.

Methodological Model for Developing Professional Mobility

The proposed methodological model consists of the following structural components:

Target Component

The target component aims to develop and enhance the professional mobility of students majoring in pedagogy and to prepare them as specialists capable of meeting the requirements of the modern education system.

Content Component

This component includes interdisciplinary integration, innovative pedagogical technologies, digital educational tools, and a set of practical training activities designed to foster the development of professional mobility.

Process Component

During teaching practice, students participate in various activities, including classroom observation, lesson analysis, independent teaching, project-based learning, problem-solving tasks, and reflective analysis.

Outcome Component

The expected outcomes include the improvement of students' professional competencies, communication skills, creative thinking abilities, and readiness to engage in innovative pedagogical activities.

Pedagogical Conditions for Implementing the Methodological Model

To ensure the effective implementation of the methodological model based on the cluster approach, it is essential to create the following pedagogical conditions:

- establishing sustainable cooperation between higher education institutions and teaching practice bases;
- coordinating the activities of teaching practice supervisors and mentor teachers;
- ensuring the effective use of digital educational technologies;
- engaging students in reflective activities;

- applying practice-oriented tasks aimed at solving real professional problems.

CONCLUSION

In conclusion, the methodological model based on the principles of the cluster approach has significant scientific and practical value for developing the professional mobility of students majoring in pedagogy. This model contributes to strengthening integration among educational stakeholders, preparing future teachers for modern pedagogical activities, and enhancing their competitiveness in the labor market. Therefore, the widespread implementation of teaching practice based on the cluster approach should be considered one of the priority tasks of the higher pedagogical education system.

REFERENCES

1. Abdullina, O. A. (1989). General Pedagogical Training of Teachers in the System of Higher Pedagogical Education. Moscow: Prosveshcheniye.
2. Abdullina, O. A. (1996). Democratization of Education and Specialist Training: Problems and Perspectives. Higher Education in Russia, (1), 12–18.
3. Abulkhanova-Slavskaya, K. A. (1973). On the Subject of Mental Activity. Moscow: Nauka.
4. Abulkhanova-Slavskaya, K. A. (1980). Activity and Personality Psychology. Moscow: Nauka.
5. Abulkhanova-Slavskaya, K. A. (1991). Life Strategy. Moscow: Mysl.