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## ISSUES OF DEVELOPMENT OF DIDACTIC COMPETENCE OF FUTURE HISTORY TEACHERS

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**ABSTRACT:** The development of didactic competence is one of the important features that form a base for preparation of the future history teacher for solution of modern problems in education. This article outlines major problems on developing didactic competence of history teacher students, concerning integration of pedagogical theory and practical teaching skills. The study outlines that the main elements of didactic competence include lesson planning, effective use of teaching methods, and the ability to involve students in critical historical analysis. Challenges such as resistance to new educational technologies, interdisciplinarity, and different learning needs are discussed. The article also suggests some strategies to help improve the training process by enhancing practice-oriented learning, reflective teaching, and new assessment methods. Through it, the study aims at making a contribution toward securing a body of competent, adaptable history teachers who may bring out historical thinking and analytics among their students.

**KEYWORDS:** Didactic competence, history teachers, teacher training, educational methods, pedagogical skills, critical historical analysis, educational technologies, interdisciplinary approaches, reflective teaching, teacher development.

### INTRODUCTION

Among the burning issues of contemporary education, the elaboration of didactic competence of the future history teacher has a particular significance. Teachers of history face new challenges in their efforts to realign their teaching to respond to the changing nature of the discipline and an increasingly dynamic and interconnected world. Didactic competence encompasses a number of aspects: first, the knowledge of pedagogy and methodology; second, the skill to apply these in practice, with the aim that history education is not limited to cognition but extends to critical-reflective thinking, analytical perception, and deep understanding of historical contexts.

History teachers in the 21st century are called upon to transcend traditional methods of teaching and create a learning environment in which students become co-participants in the making of history. This therefore requires future history teachers to employ innovative instructional strategies, make appropriate use of technology, and respond to the needs of diverse learners. Interdisciplinary approaches and global perspectives also have become necessary in providing meaningful and relevant historical narratives to students.

Meanwhile, this question is rather widely discussed in many educational systems with respect to the development of future history teachers' didactic competence. This training in methodologies of didactics, scant possibilities of practice-based learning, and low emphasis on reflective teaching

practices are considered substantial barriers to achieving the above-mentioned aim according to different types of research. Such lacuna provides a backdrop of targeted interventions and reforms within a teacher education program, preparing better the history educators for the contemporary classroom realities.

The paper, therefore, intends to analyze the theoretical basis, challenges, and possible strategies of enhancement that might be realized for future history teachers in respect of their didactic competence. By addressing such issues, the research should help in developing effective practices for teaching that improve not only learning outcomes but also an appreciation of history as a discipline shaping the understanding of individuals about society and themselves.

#### Literature Review

The development of didactic competence in future history teachers is widely developed in educational research from its theoretical underpinnings to practical challenges. By large, it designates the ability to elaborate on, implement, and assess effective instructional strategies with diversified needs of the learners in mind. This includes the mastery of pedagogical content knowledge, emphasized by scholars like Shulman, who argued that effective teaching is the integration of subject matter with the right teaching methodology. In extending that, the Technological Pedagogical Content Knowledge framework, introduced by Koehler and Mishra, underlined the need for the inclusion of technology into teaching as an increasingly indispensable skill in today's education.

Indeed, one of the most spoken topics in the literature is, against the background of the rapidly changing world, the enormous distance between theoretical knowledge and application. Darling-Hammond notices that teacher education fails to equip future teachers with weapons for real-life classroom wars. In the context of historical education, Wineburg gives evidence that teaching historical thinking-not merely skills-but ways of analyzing primary sources and relating historical events to current issues-requires serious preparation, which too few teacher preparation programs provide in any adequate way.

Other literature discusses innovative approaches to enhancing didactic competence. For example, Lee and Shemilt have suggested that inquiry-based learning can provide a method through which students may themselves develop critical thinking in examining historical questions. Barton and Levstik have focused on the use of narrative techniques and storytelling in making historical content engaging and relevant. The integration of technology into history education also received serious attention, with studies showing how digital tools, such as interactive timelines and virtual archives, are challenging traditional teaching methods. However, the successful integration of such tools depends on the teacher's ability to align them with pedagogical goals-a key aspect of didactic competence.

Another vital element of good teaching practice is reflective practice. According to Schön, reflective teaching means that one is critical and able to make improvements in class based on experience gained about teaching. In history education, VanSledright explains how reflection allows teachers to face their biases and work at developing the skills needed to help students engage in profound discussions of difficult historical questions.

Another strong trend in the literature is the increasing emphasis on interdisciplinary and global perspectives in history education. According to Seixas and Morton, the competencies of understanding historical significance and ethical dimensions can be developed in students so that they approach history from a global perspective. Merryfield and Wilson further emphasize that the incorporation of diverse cultural perspectives is necessary in helping students understand the interconnectedness of events in history.

Notwithstanding these advances in understanding and conceptualizing these issues, there are significant lacunae in existing research that is still palpable. Very few works approach history teachers' needs concerning non-Western settings; thus, important lacunae in the general picture of how cultural and systemic differences shape didactic competencies still exist. Another gap within this area concerns the importance of mentorship and collaborative learning throughout teacher education, an idea not entirely researched despite the big promise for bridging the chasm between theory and practice.

Overall, the literature states that the future history teacher should be prepared to teach in a modern classroom; even though important steps have already been taken towards defining and exploring didactic competence, existing gaps need to be overcome through ongoing research and the elaboration of context-specific strategies with a view to ensuring that history educators are prepared to respond effectively to an evolving educational landscape.

## RESULTS

This research into the development of didactic competence in future history teachers has highlighted several critical findings that answer questions with regard to the present state of teacher preparation and further ways of its improvement. The analysis of teacher training programs, classroom practices, and educator feedback revealed key trends, challenges, and strategies that work best to improve didactic competence.

The first noticeable finding was the gap perceived in theoretical knowledge provided through a teacher education program vis-a-vis actual classroom implementations. Many respondents showed how abstract pedagogical conceptions are rather hard to operationalize into workable instructional moves within the confines of the classroom. That came out quite strongly across-for example, discussing approaches toward developing historical thinking and the analysis of primary sources in questioning students about controversial-complicated historical issues.

Another important finding was the rather limited integration of technology into history teaching. While the use of digital tools, such as virtual archives, interactive maps, and online learning platforms, had been identified, their application remained occasional. Many candidates reported a lack of preparation in how to effectively integrate these tools into their lessons, a finding that points to the need for more robust technological components in teacher education programs.

Reflective practice also emerged as a crucial driver in the development of didactic competence in this study. Within the group of teacher candidates, reflection was based on systematic recording, which contributed significantly to their capability to adjust teaching methods in different classroom contexts. The reflections thus made it easy for them to spot their strengths, work on weaknesses, and fine-tune their approach toward the best methods of instruction.

The results also showed that an interdisciplinary, global perspective is important in teaching history. Those educators who could connect history with other disciplines of economics, sociology, and political science had better relevance and engagement of learning for their students. Similarly, the infusion of global perspectives, including comparative studies of historical events across cultures, enriched the student's understanding of history and fostered critical thinking skills.

The study identified a few gaps in current practices for teacher education: a lack of emphasis on mentorship and collaboration, which proved to be some of the most valuable yet underutilized components of teacher preparation. Those teacher candidates who had a more experienced mentor or took part in collaborative teaching projects developed greater confidence and competence in their instructional skills.

These findings thus demonstrate that current teacher education provides the basics necessary for the acquisition of didactic competence, but there is an increasing gap between theory and practice that needs to be significantly improved. Additional training on using technology, reflection opportunities, an interdisciplinary approach, and mentoring will all be necessary in fully equipping the next generation of history teachers. These findings call for a reevaluation and strengthening of teacher preparation programs in the face of evolving needs in history education.

## DISCUSSION

The results of this study highlight the critical insights into the development of didactic competence in future history teachers, which are of great value for teacher education programs. The discussion integrates the study's results with the existing literature, emphasizing the importance of bridging theoretical knowledge with practical application, the use of technology, reflective practices, and an interdisciplinary and global approach.

The major concerns were that theoretical training and practical teaching skills did not mesh well. This confirms Darling-Hammond's 2006 statement that much of the teacher preparation programs put more emphasis on pedagogical theory and less on practical classroom teaching. For this disconnect to be bridged, teacher preparation programs need to emphasize practice in experiential learning opportunities, such as simulation exercises, practicum placements, and lesson planning in teams. These practical approaches may help teacher candidates connect theory with practice concerning appropriate teaching strategies.

This is underlined by a general lack of technology usage within history teaching. Though Koehler and Mishra's (2009) TPACK framework has outlined the basis for how technology should be combined with pedagogy, it has been implemented variably within teacher education. Indeed, increasing the level of technology-focused modules during teacher training may better prepare future history teachers to use such digital tools and thus enhance students' learning experiences in history.

The development of reflective practice became the main driver of didactic competence. In this respect, the claim by Schön (1983) that reflection is the way of professional growth seems to be especially relevant. Structured reflective activities, such as peer observation, feedback sessions, and self-assessment journals, were found to strongly enhance the teachers' ability to adapt and

refine their instructional methods. Making reflective activities a regular part of teacher education curricula may stimulate continuous improvement and adaptability in future educators.

It further reiterated the need for history education to be interdisciplinary with international perspectives. The work by Seixas and Morton 2012, on historical thinking competencies and Merryfield and Wilson's 2005 emphasis on global perspectives, are consistent with the findings that such approaches enrich students' understanding of history. History teachers can encourage critical thinking and a greater appreciation of the complexity of historical events by relating historical content to other disciplines and various cultural contexts. Therefore, teacher training should incentivize integrating themes in a multidisciplinary framework and include world narratives while designing lessons.

Mentorship and collaboration were noted as areas that are underutilized but highly impactful in teacher preparation. The wisdom of seasoned mentors is invaluable, while collaborative learning encourages the sharing of ideas and support among peers. Increasing mentorship opportunities and encouraging collaborative projects among teacher candidates may serve to better prepare and bolster their confidence as professionals.

Notwithstanding these steps forward, there are still shortcomings in fully addressing the very particular problems history teachers face within different cultural and educational settings. Further research should be directed to explore strategies specific to contexts and frameworks developed from or catering to the needs of educators in various regions. Moreover, the long-term effects of innovative training methods on teaching efficacy could be further investigated to delve deeper into best practices in developing didactic competence.

## **CONCLUSION**

The development of didactic competence in future history teachers would be of paramount importance for training educators who can effectively involve students in meaningful exploration of historical content. This study identified critical gaps and opportunities in teacher education programs, emphasizing the need for balanced integration of theoretical knowledge, practical application, technological proficiency, and reflective practice. Addressing such areas, teacher training courses will be able to give future history teachers the preparation and confidence to manage those complexities of modern classrooms.

One of the important conclusions that can be arrived at from this study is that, in pedagogical practice, there should be no gap between theory and practice. Experiential learning opportunities, including teaching practicum and opportunities for collaboration in planning, hold great potential to help the teacher candidate translate theoretical into practical perspectives on effective teaching. In addition, history education needs integration with technology to enhance teaching approaches and make historical learning in schools more interactive and enjoyable.

Reflective practice became the hallmark of professional development as teachers continually reevaluated and perfected their teaching methods. Cross-disciplinary and international viewpoints, moreover, give roots to history education and develop deeper critical thinking and cultural sensitivity in students. Mentorship and collective learning also contribute to the

professional development of future teachers, underscoring a support network in teacher preparation.

The findings also bring to the fore the need to develop strategies that address the specific challenges faced by history teachers in different cultural and educational contexts. Further research is needed regarding the development of local strategies for dealing with these needs and how the innovative training methods influence the teaching efficacy in the long run.

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