



SYNERGETIC APPROACH TO DEVELOPING THE DIDACTIC COMPETENCE OF FUTURE HISTORY TEACHERS

Xujanova Lobar Raimkulovna

Doctoral student at Gulistan State University, Uzbekistan

ABSTRACT

The modernization of teacher education requires new methodological foundations that can ensure the integral development of future teachers' professional qualities in a dynamic educational environment. In this context, the synergetic approach has become increasingly relevant because it interprets pedagogical development as a non-linear, open, self-organizing process shaped by interaction among cognitive, motivational, value-based, communicative, and reflective components. This article examines the potential of the synergetic approach for developing the didactic competence of future history teachers. The purpose of the study is to substantiate theoretically and methodologically the effectiveness of a synergetic model for strengthening the didactic competence of prospective history teachers in higher pedagogical education. The methods section integrates theoretical analysis, comparative interpretation of pedagogical concepts, modeling, observation, and pedagogical generalization. The results section presents a conceptual model in which didactic competence develops through the interaction of subject knowledge, methodological flexibility, reflexive self-regulation, pedagogical creativity, and adaptive instructional design. The discussion demonstrates that the synergetic approach enables a transition from reproductive teacher preparation to dynamic professional formation, where future history teachers learn to organize educational content, adapt methods to diverse learners, and create meaningfully structured historical understanding. The findings show that the synergetic approach improves coherence between theoretical preparation and teaching practice, strengthens students' professional autonomy, and supports the formation of a flexible didactic culture. The article concludes that the development of didactic competence in future history teachers becomes more effective when pedagogical education is designed as an open, interactive, and self-developing system.

KEYWORDS: Synergetic approach, didactic competence, future history teachers, teacher education, professional training, historical education, pedagogical system, self-organization, competency-based approach, didactic development.

INTRODUCTION

The preparation of future history teachers is one of the most responsible areas of pedagogical education because the history teacher performs not only an instructional but also a worldview-forming, value-oriented, and civic mission. In contemporary society, where the interpretation of historical knowledge is increasingly influenced by digital media, multicultural dialogue, public memory, and ideological contestation, the professional training of history teachers requires a more complex methodological basis than traditional subject-centered instruction can provide. The future history teacher must be able to select content, interpret historical processes critically, organize student-centered learning, and present historical material in ways

that develop analytical thinking, cultural awareness, and responsible citizenship. These functions depend largely on the level of didactic competence.

Didactic competence is generally understood as an integrated professional quality that enables a teacher to design, organize, implement, evaluate, and improve the educational process. In the context of history education, didactic competence includes the ability to transform historical knowledge into pedagogically meaningful learning content, select appropriate methods and resources, connect historical facts with conceptual understanding, and guide learners toward reflective interpretation of the past. This competence cannot be reduced to methodological literacy alone. It is shaped by the interaction of content mastery, pedagogical thinking, communicative culture, reflective capacity, motivational orientation, and sensitivity to learners' needs.

The complexity of this competence makes linear models of teacher training insufficient. Traditional approaches often separate theory from practice, subject knowledge from methodology, and individual mastery from collaborative development. As a result, students may reproduce instructional algorithms without acquiring the ability to respond flexibly to the real dynamics of classroom interaction. A synergetic approach offers a more productive perspective because it considers development as an open, non-linear, self-organizing process in which new qualities emerge through the interaction of multiple factors. In pedagogy, such an approach makes it possible to treat professional formation not as the accumulation of isolated skills but as the dynamic integration of interdependent competencies.

The relevance of the synergetic approach in training future history teachers is determined by several factors. First, history as a school subject is inherently interpretive, dialogic, and multidimensional. Its teaching requires flexible didactic design rather than rigid transmission of facts. Second, contemporary educational systems prioritize competency-based learning, interdisciplinary connections, reflective practice, and digital literacy, all of which presuppose systemic and adaptive pedagogical thinking. Third, the educational process itself is increasingly recognized as a complex system influenced by social, technological, emotional, and institutional variables. Therefore, the formation of didactic competence in future history teachers should be conceptualized as an emergent process requiring self-organization, interaction, and continuous restructuring.

The purpose of this article is to substantiate the theoretical and methodological foundations of the synergetic approach to developing the didactic competence of future history teachers and to reveal its pedagogical potential within higher education. The study argues that a synergetic framework creates conditions for more integral, adaptive, and reflective professional preparation and allows future teachers to construct a sustainable didactic identity.

This study is based on qualitative and theoretical research methodology. The research design combines conceptual analysis, synthesis of pedagogical literature, comparative interpretation of relevant theoretical approaches, modeling, and pedagogical generalization. The theoretical basis of the study includes works on competency-based education, teacher professional development, history pedagogy, and synergetics as a transdisciplinary framework applicable to educational systems.

The first stage of the research involved the analysis of scientific literature devoted to didactic competence and its structural components. Special attention was given to interpretations of teacher competence as an integral category that combines cognitive, operational, motivational,

value, and reflective dimensions. This stage made it possible to identify the insufficiency of narrowly instrumental models in explaining the development of professional didactic culture. The second stage focused on the conceptual adaptation of synergetic principles to the training of future history teachers. Synergetics was examined not simply as a metaphor but as a methodological lens for understanding pedagogical systems as open, non-equilibrium, and self-organizing structures. Through comparative analysis, the study correlated the principles of openness, non-linearity, instability, emergence, feedback, and self-regulation with the real processes of professional formation in teacher education.

The third stage involved pedagogical modeling. A conceptual model of developing didactic competence through a synergetic approach was constructed. The model was designed to reflect the interaction between subject-historical preparation, didactic design, reflective practice, communicative engagement, and creative adaptation. It also considered the role of educational environments, dialogic learning, microteaching, problem-based tasks, and pedagogical practice as catalyzing factors of self-organization.

Observation and pedagogical generalization were used as interpretive tools to connect theoretical constructs with real tendencies in higher pedagogical education. The article does not present a large-scale empirical experiment but offers a theoretically grounded model that can serve as a basis for practical implementation and future empirical verification. The methodological reliability of the study is ensured through interdisciplinary synthesis and consistency between the conceptual apparatus and the proposed pedagogical interpretation.

The analysis shows that the synergetic approach provides a productive methodological basis for understanding and developing the didactic competence of future history teachers. The main result of the study is the conceptualization of didactic competence as an emergent professional quality formed through the interaction of several mutually conditioning subsystems rather than through the isolated accumulation of knowledge and skills.

Within the proposed framework, didactic competence includes five interconnected dimensions. The first dimension is cognitive-content readiness, which refers to the future teacher's mastery of historical knowledge, understanding of historiographical plurality, and ability to distinguish between factual material and conceptual interpretation. The second dimension is methodological-operational flexibility, which includes the capacity to select and combine teaching methods, forms, and resources according to educational goals and learner characteristics. The third dimension is value-motivational orientation, which concerns the teacher's commitment to educational meaning, civic responsibility, ethical historical interpretation, and professional self-development. The fourth dimension is communicative-interactive capacity, which manifests itself in the ability to organize dialogue, support collaborative inquiry, and maintain a pedagogically productive classroom atmosphere. The fifth dimension is reflexive-regulatory competence, which allows the future teacher to evaluate the effectiveness of instructional decisions, identify contradictions, and reorganize teaching strategies.

The synergetic approach explains that these dimensions do not evolve in parallel isolation. Their development is nonlinear, and their interaction generates qualitatively new levels of professional maturity. For example, a student may possess good historical knowledge but remain didactically weak if unable to transform this knowledge into meaningful learning tasks. Conversely, methodological enthusiasm without deep content understanding leads to

superficial instruction. The emergence of didactic competence occurs when content knowledge, methodological choice, reflective evaluation, and value orientation begin to reinforce one another within authentic pedagogical activity.

A significant result of the study is the identification of pedagogical conditions that activate self-organization in professional formation. One such condition is the creation of open educational situations where students must make didactic decisions under variable circumstances rather than merely reproduce predetermined lesson patterns. Another condition is the use of problem-based and dialogic tasks that require interpretation, comparison of historical perspectives, and the design of pedagogical responses to controversial material. Reflective seminars, microteaching sessions, and supervised pedagogical practice also function as synergetic mechanisms because they produce feedback loops through which students reconsider their assumptions, adjust their strategies, and gradually internalize more complex professional behaviors.

The study also reveals that a synergetic model changes the logic of university instruction. Instead of moving from theory to practice in a strictly one-directional sequence, the educational process becomes recursive. Practical experiences influence theoretical understanding, while theoretical reflection restructures subsequent action. This circulation supports deeper didactic awareness. For future history teachers, such recursive development is especially important because the teaching of history often involves uncertainty, interpretive diversity, and emotional sensitivity. A synergetic framework prepares students to navigate such complexity not by eliminating uncertainty but by learning to work constructively within it.

Another result concerns the role of historical content itself in competence development. The synergetic approach encourages the treatment of historical material as an educational space for meaning-making rather than as a fixed chronological sequence. This allows future teachers to organize instruction around causality, continuity, change, perspective, evidence, and historical significance. As a consequence, didactic competence becomes connected not only with how to teach but also with how to structure historical understanding in developmentally appropriate ways.

The conceptual model developed in this study demonstrates that didactic competence reaches a higher level when the educational environment supports variability, reflection, and professional autonomy. In such an environment, the student is not merely a recipient of methodological recommendations but an active participant in constructing his or her own teaching style. This active participation is a key sign of self-organization and is central to the synergetic interpretation of teacher education.

The results of the study confirm that the synergetic approach enriches the theory of teacher education by shifting attention from static competence descriptors to the dynamics of professional becoming. This is particularly important for the training of future history teachers, whose professional activity is deeply connected with interpretation, dialogue, and contextual decision-making. If didactic competence is considered only in prescriptive or technological terms, the living complexity of teaching practice remains underestimated. The synergetic perspective addresses this limitation by presenting competence as an evolving structure sensitive to internal and external influences.

This understanding has important implications for curriculum design in higher pedagogical education. A synergetically oriented curriculum should avoid excessive fragmentation of

disciplines and should create integrative spaces where historical knowledge, pedagogy, psychology, and teaching practice interact continuously. In many teacher education programs, students study these components separately and only later attempt to connect them during practicum. The synergetic model suggests that integration must occur from the beginning. When students analyze historical content through pedagogical questions, discuss teaching scenarios during subject courses, and engage in reflection throughout practice, the preconditions for emergent didactic competence become much stronger.

The findings also show that instability and uncertainty are not obstacles but productive moments in professional development. In traditional pedagogy, uncertainty is often interpreted as a deficiency that must be minimized through standardization. In a synergetic framework, however, moments of uncertainty can become points of bifurcation where new professional structures arise. For instance, when a future history teacher faces contradictory student interpretations of a historical event, this challenge may stimulate deeper reflection on evidence, narrative, and instructional strategy. Such situations promote adaptive expertise, which is more valuable in real teaching than rigid procedural confidence.

The discussion of the synergetic approach also highlights the central role of reflection. Reflection is not an additional component external to teaching activity; it is the mechanism through which the system reorganizes itself. Without reflection, experience remains episodic and does not transform into competence. For future history teachers, reflective practice is essential because history teaching often involves value-laden content, controversial memories, and diverse learner responses. A reflective teacher can analyze not only whether a lesson was effective but also how historical meaning was constructed, what perspectives were privileged, and how students' civic and moral understanding was shaped.

Another important aspect is the compatibility between the synergetic approach and current educational priorities. Competency-based education, student-centered learning, digital pedagogy, and interdisciplinary teaching all require teachers who can act flexibly in complex contexts. The synergetic approach provides a theoretical basis for such flexibility because it emphasizes openness, feedback, and self-development. It also corresponds to contemporary understandings of professional identity as something formed through participation, negotiation, and reflection rather than through one-time mastery.

At the same time, the implementation of a synergetic approach is not automatic. It requires changes in pedagogical culture at the university level. Teacher educators themselves must move beyond reproductive instruction and create learning environments that tolerate experimentation, dialogue, and professional risk. Assessment practices must also evolve. If student performance is measured only by reproduction of methodological theory, the emergent and integrative nature of didactic competence will remain invisible. More appropriate assessment forms include reflective portfolios, lesson design analysis, teaching simulations, and dialogic defense of instructional decisions.

The synergetic approach is especially promising for history teacher education because it supports the formation of a professional who can mediate between the academic complexity of history and the educational needs of school learners. Such mediation requires more than subject competence or methodological training taken separately. It requires a coherent didactic position capable of adapting to social change, curricular demands, and the interpretive nature of historical knowledge. The present study therefore supports the view that the synergetic

approach should become one of the methodological foundations of modern history teacher preparation.

The study has demonstrated that the synergetic approach offers a theoretically grounded and pedagogically productive basis for developing the didactic competence of future history teachers. Its key advantage lies in the interpretation of professional formation as an open, non-linear, self-organizing process in which new didactic qualities emerge through the interaction of content mastery, methodological flexibility, reflection, communication, and value orientation. Such an interpretation is particularly relevant for history teacher education, where effective teaching depends on the ability to organize complex historical meaning in pedagogically accessible and intellectually stimulating ways.

The article has shown that didactic competence cannot be formed through fragmented instruction or purely algorithmic training. It develops most effectively in educational environments that encourage interpretive activity, feedback, reflective self-regulation, and the integration of theory with practice. The synergetic model helps explain why future history teachers become professionally mature not simply by learning methods but by reorganizing their pedagogical thinking in response to dynamic educational situations.

In practical terms, the findings suggest that higher pedagogical institutions should design history teacher education as an interactive and integrative system. Such a system should combine subject-historical preparation with reflective methodology, dialogic learning, practice-oriented tasks, and opportunities for pedagogical self-construction. Under these conditions, the future teacher acquires not only didactic competence but also the ability to continue professional self-development in changing educational contexts. The synergetic approach therefore represents a promising methodological direction for strengthening the quality of teacher education and improving the preparation of history teachers for contemporary school practice.

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