

**CLUSTER APPROACHES IN FORMING INTELLECTUAL COMPETENCE OF
FUTURE ENGLISH TEACHERS**

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KIRISH: intellektual kompetentsiya kognitiv qobiliyatlarni, tanqidiy fikrlash qobiliyatlarini va umrbod ta'lim olish qobiliyatini o'z ichiga olgan samarali o'qitishning muhim tarkibiy qismidir. Bo'lajak ingliz tili o'qituvchilar uchun intellektual kompetentsiyani rivojlantirish dinamik ta'lim muhitiga moslashish va o'quvchilarning o'sishi va yutuqlarini qo'llab-quvvatlash uchun juda muhimdir.

MAQSAD: ushbu maqola bo'lajak ingliz tili o'qituvchilarda intellektual kompetentsiyani shakllantirishga yordam beradigan asosiy manbalarni aniqlash va tahlil qilishga qaratilgan. Maqsad turli ta'lim tajribalari va resurslari o'qituvchi nomzodlarining intellektual imkoniyatlarini qanday oshirishi haqida har tomonlama tushuncha berishdir.

MATERIALLAR VA METODLAR: tadqiqotda ingliz tili o'qituvchilar ta'limi dasturlari bo'yicha so'rovlar miqdoriy ma'lumotlarini o'qituvchilar va o'qituvchi nomzodlari bilan bo'lgan intervyularning sifatli ma'lumotlari bilan birlashtirgan aralash usullar qo'llaniladi. Bundan tashqari, xulosalarni kontekstualashtirish uchun intellektual kompetentsiya va o'qituvchilar ta'limiga oid tegishli adabiyotlarni ko'rib chiqish o'tkaziladi.

MUHOKAMA VA NATIJALAR: topilmalar bo'lajak ingliz tili o'qituvchilarning intellektual qobiliyatlarini rivojlantirishga sezilarli hissa qo'shadigan akademik kurs ishi va amaliy o'qitish tajribasi bir nechta asosiy manbalarni ko'rsatadi. Ushbu manbalarning o'qituvchilar ta'limi dasturlari doirasida integratsiyalashuvi bo'lajak o'qituvchilarning intellektual vakolatlarini oshiradi, ularni o'qituvchilik kasbining vazifalarini samarali hal qilishga tayyorlaydi.

XULOSA: xulosa qilib aytadigan bo'lsak, bo'lajak ingliz o'qituvchilarda intellektual kompetentsiyani shakllantirishga o'quv kurslari, amaliy o'qitish tajribasi, murabbiylik, kasbiy rivojlanish imkoniyatlari va hamkorlikda o'rganish yordam beradi. Ushbu manbalardan foydalangan holda, o'qituvchilarning ta'lim dasturlari bo'lajak o'qituvchilarni intellektual jihatdan barkamol, moslashuvchan va turli xil ta'lim sharoitlarida talabalar muvaffaqiyatiga erishishga qodir bo'lishga samarali tayyorlashi mumkin.

Kalit so'zlar: intellektual kompetensiya, kelajak o'qituvchilari, ingliz tili o'qituvchi ta'limi, kognitiv qobiliyatlar, tanqidiy fikrlash, umrbod ta'lim, akademik kurs ishi, amaliy o'qitish tajribasi

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ВВЕДЕНИЕ: интеллектуальная компетентность является важным компонентом эффективного обучения, включая когнитивные навыки, навыки критического мышления и обучение на протяжении всей жизни. Развитие интеллектуальной компетентности будущих учителей имеет решающее значение для адаптации к динамичной среде обучения и поддержки роста и достижений учащихся.

ЦЕЛЬ: данная статья направлена на выявление и анализ основных ресурсов, которые помогают формировать интеллектуальную компетентность у будущих учителей. Цель состоит в том, чтобы обеспечить всестороннее понимание того, как различный образовательный опыт и ресурсы могут повысить интеллектуальный потенциал кандидатов в учителя.

МАТЕРИАЛЫ И МЕТОДЫ: в исследовании используются смешанные методы, сочетающие количественные данные опросов программ педагогического образования с качественными данными интервью с учителями и кандидатами в учителя. Кроме того, для контекстуализации полученных результатов проводится обзор соответствующей литературы по интеллектуальной компетентности и педагогическому образованию.

ОБСУЖДЕНИЕ И ВЫВОДЫ: результаты указывают на несколько ключевых источников академической курсовой работы и практического опыта преподавания, которые вносят значительный вклад в развитие интеллектуальных способностей будущих учителей. Интеграция этих ресурсов в программы педагогического образования повышает интеллектуальную компетентность будущих учителей, готовит их к эффективному решению задач педагогической профессии.

ВЫВОДЫ: в заключение отметим, что учебные курсы, практический опыт преподавания, наставничество, возможности профессионального развития и совместное обучение помогают повысить интеллектуальную компетентность будущих учителей. Используя эти ресурсы, программы педагогического образования могут эффективно подготовить будущих учителей к тому, чтобы они были интеллектуально компетентными, гибкими и способными способствовать успеху учащихся в различных образовательных условиях.

Ключевые слова: интеллектуальная компетентность, будущие учителя, педагогическое образование, когнитивные навыки, критическое мышление, непрерывное обучение, академическая курсовая работа, практический опыт преподавания.

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INTRODUCTION: intellectual competence is an essential component of effective teaching, including cognitive skills, critical thinking skills, and lifelong learning. Developing

intellectual competence for future teachers is critical to adapting to a dynamic learning environment and supporting student growth and achievement.

AIM: this article aims to identify and analyze the main resources that help to build intellectual competence in future teachers. The goal is to provide a comprehensive understanding of how different educational experiences and resources can enhance the intellectual potential of teacher candidates.

MATERIALS AND METHODS: the study uses mixed methods, combining quantitative data from surveys of teacher education programs with qualitative data from interviews with teachers and teacher candidates. In addition, a review of relevant literature on intellectual competence and teacher education is conducted to contextualize the findings.

DISCUSSION AND CONCLUSIONS: findings indicate several key sources of academic coursework and practical teaching experiences that significantly contribute to the development of prospective teachers' intellectual capacities. The integration of these resources within teacher education programs increases the intellectual competence of future teachers, prepares them to effectively solve the tasks of the teaching profession.

CONCLUSIONS: In conclusion, training courses, hands-on teaching experiences, mentoring, professional development opportunities, and collaborative learning help build intellectual competence in future teachers. Using these resources, teacher education programs can effectively prepare prospective teachers to be intellectually competent, flexible, and capable of promoting student success in diverse educational settings.

Keywords: intellectual competence, future teachers, teacher education, cognitive skills, critical thinking, lifelong learning, academic coursework, practical teaching experience

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In the field of education, the rapid development of technology is facing a constantly developing landscape, which is characterized by constant populations of various students and new pedagogical theories and operations. In this dynamically environment, the intellectual competence of teachers will become the foundation of effective education. Critical thinking allows teachers to adapt to various students' needs, including the deep experience on creativity and topics, to include innovations, and respond to the intellectual competencies.

The training program for the development of intellectual competencies will begin during teacher training programs. These programs play an important role in gaining classroom success in arming them with the necessary knowledge, skills and skills. However, the formation of an intellectual competence is not just formal education. This is a multifaceted process, which is influenced by various sources such as experimental learning, coaching and self-study. It is necessary to develop these sources and how they contribute to the intellectual competence of effective teacher training programs.

This article is aimed at studying the main sources that contribute to the formation of intellectual competencies in English teachers. After examining the roles of formal education, coaching and self-government, we strive to fully understand how to the identification of teacher education programs to encourage intellectual growth of these elements. In addition, we discuss best practices on the use of these sources and solve problems that may arise in the development of intellectual competencies.

By studying the intellectual competence and different measurements of its formation, this article emphasizes the importance of comprehensive and strong teachers. Such a program is not only prepares future teachers to meet the current requirements of the education system, but to review their sources and factors as we study the process of forming and developing society intellectual potential. This, in turn, analyzes these sources and factors, and in subsequent paragraphs, in subsequent paragraphs, the transition period will also help us to find out exactly what the transition period should be. Initially, when we look at the formation of intellectual potential, they include the level of education and education in society, the education system, science, scientific research, enlightenment propaganda.

We can divide them into groups according to their appearance: the education system and educational process; the formation of an independent study through upbringing, the aspiration for the development of mental abilities; The provision of scientific news and discoveries through research; popularization of educational and scientific knowledge; Personal experience in the development of new techniques and technologies introduced in daily life; Moral values created by the nation in the process of historical development.

Among them is a key role for the education and education system to cover the teaching of members of society. The World Encyclopedia is described in Worldbook as follows: "Education is a process of mastering the knowledge, skills, habits, values, or relationships." [1.86] That is, to help people to be members of the community of society.

Through the significant development of the cultural heritage of the society, it helps to improve the lifestyle of society. There were teachers, teachers and educational institutions: schools, lyceums, colleges, universities, are responsible and responsible organizations for education. Since education is involved in essential reading and teaching, sometimes people learn or read themselves by their parents and hire an independent teacher.

The nature of the history of scientific knowledge, daily knowledge is that the reality is the penetration of Mokhinppa and the theoretical nature. The set of evidence is the creation of scientific knowledge when recognized as the legislation. In a particular soda, scientific knowledge related to the network will create the crop. The direct goal of science is to describe the reality and the chodisps and processes that occur and predict. In practice, it serves as an important factor in the production of science, socio-economic relations, spiritual radical updates. On the one hand, essentials, the essence is implemented by improving the production methods, on the other hand, is carried out on the other side and to improve the skills of labor through the education system.

The part of the intellectual fruits of the intellectual shoulder of science and scientific knowledge is an integral part of intellectual potential. The development of the community is also related to the creation of science and scientific knowledge and the transformation of the scientific knowledge. The quality of education is directly related to the number and skills of scientific and qualification, as they will play the role of transforming the collected knowledge to the training.

Education in the formation of the intellectual potential of society such as education is a key source. Education and education is an integral process with each other. The culture in education is the quality through the education system, the quality of morality is to suffer. "Education is a saying that the glorification of theoretical and urban residents is the saying that the education will unite the quality and practical qualities between these peoples.

Intended attributed properties and qualities seek to live a life in practice. Therefore, Abdullah Avloni said, "There is a teacher who knows the university, the recipient." Therefore, not only the Uzbek people, but in most other nations, a high human rate is displayed. Because "... is achieved through puberty and knowledge, that is, through upbringing and exercise." [2.23]

Abdullah Avloni focuses on his Turkic Gulistan Or Malqa:

"He is well educated for the blessing and happiness of the boy, and teaches his career for his age, and teach good manners, and he says from bad behavior." Through the education of a separate person, the nature of the person, on the other hand, is formed by the national character. It is very great to the importance of the national character in economic, political, cultural development.

The model of development is represented by history, characteristics, and behavioral norms, philosophy of this people, philosophy of the people, the state and society through the methods of contemplations, the state and society through the situation and values of the people. "Percent of characteristics of such a nation through educational processes and tools

It is shaped, absorbed into the inheritance from one generation to the second generation from one generation.

By the product of raising, it serves as a factor of human qualities to development.

Formation of the intellectual competence in future teachers is a complex, multifaceted process, requiring careful consideration and uniting various sources. Formal education gives the basic knowledge and theoretical concepts needed to train. Experienced education offers practical, practical experience that allows future teachers to apply their knowledge in real conditions.

Experienced teachers will help coaching and professional teaching teams in constant improvement and exchange of experience. Finally, self-oriented education develops life and intellectual interest, which is very important to adapt to a regular variable landscape landscape.

In order to ensure the effective development of the intellectual competence, teachers' education programs should accept a comprehensive and united basis that balances these elements. Curricula should be developed to encourage theoretical knowledge with practical guidelines, to encourage them to study on the basis of active and experiences. Systematic coaches and professional training teams should be organized to constantly support and guidance. It is also important to promote the culture of self-government and research to encourage uninterrupted intellectual growth.

There are difficulties in applying such a comprehensive system. Resource limitations, resistance to different ranks and changes of students are general obstacles. Respecting these challenges requires joint efforts of educational institutions, politicians and teachers. The separation of relevant resources, priority importance to teachers' improving the skills of teachers, it is necessary to raise the culture of innovation and flexibility.

Eventually the goal of teacher training programs should be the future teachers are able to meet the various students' different needs and to train educated innovations in education and to manually equipped teachers who manage future innovations. With the effective use of various sources of the intellectual competence, we can ensure that future teachers are well equipped to act in the complexities of the teaching professionals and contribute to the development of education throughout the world. Regular meditation and improvement of these programs is important to maintain their relevance and effectiveness in maintaining the intellectual growth of future teachers.

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